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ABSTRACT

The sixth and last manual in this set of Head Start training manuals offers detailed descriptions of workshop modules on 1) preparing staff to help parents with the transition from Head Start to public school, 2) using the outdoors as a learning environment, 3) planning for the classroom, 4) learning basic skills for conflict resolution, 5) understanding family systems, and 6) increasing knowledge of health and wellness. Each workshop description includes an overview of the subject, learning objectives, an agenda, materials needed and procedures for presenting the workshop. Handouts and a bibliography are also included. (PCB)

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TRAINING MANUAL FOR LOCAL HEAD START STAFF

Part VI

PS 016771

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HEAD START RESOURCE AND TRAINING CENTER

Each manual is equipped with workshop modules for Head Start coordinators to use for inservice training. Workshop modules contain sample agendas, directions for group activities, games, mini-lectures, handouts, and references.

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TRAINING MANUAL
FOR
LOCAL HEAD START STAFF
PART VI

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Understanding Family Systems	Helen Vojna Lead Information & Referral Specialist HSRTC
Prevention...For the Health of It . .	Debby Hawks Former I & R Specialist Health, HSRTC

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Staff Preparation for Coordinated Parent Transition

by Sylvia Carter

STAFF PREPARATION FOR COORDINATED PARENT TRANSITION

OVERVIEW

This four hour workshop is designed to help staff prepare for the transition of parents from Head Start into the public school. The design is suitable for groups of no more than twenty-five persons. The content is especially suitable for staff who have key responsibility for working with parents component coordinators, lead teachers, teachers, and regular program volunteers.

Although the content lends itself to team training, it can also be modified for persons who wish to work individually or in pairs. Refer to special codes for groups (△) and for individuals or pairs (☐). In some programs or under special circumstances, it would be more appropriate for a small number of staff to go through this content and share it with others.

However this material is to be used, adequate preparation is necessary. It is recommended that the materials identified on the following page be made available to all participants. Further, it is suggested that participants be required to:

- familiarize themselves with the materials prior to participating in the workshop
- bring significant questions to the workshop
- identify at least two personal goals for transition to be shared at the beginning of the workshop
- bring additional resources or materials to the workshop for sharing

Ideally, this workshop should be scheduled soon after the beginning of the program year. This will ensure that adequate time will be devoted to the planning, implementation, and evaluation of the transition process.

The workshop leader could schedule interviews with key public school personnel prior to the delivery of this workshop. The purpose is to identify expectations, myths and questions regarding the Head Start experience and its relationship to public school.

LEARNING OBJECTIVES

The participants will be able to:

- define transition
- identify components of the transition process
- identify staff roles and responsibilities for transition of parents
- review resources for transition
- develop a parent transition plan

AGENDA

Introduction

Warm-up Activity

What Is Transition? Lecturette and Discussion

Transition Conditions

Close-up of the Transition Process--Large and Small Group Activity

Break

Staff Roles and Responsibilities for Parent Transition

Resource Identification and Use

Developing a Transition Plan

Summary and Evaluation

MATERIALS

Prior to the implementation of this workshop, the following materials should be available:

- Parent Involvement Plan
- Head Start Program calendar of activities
- Local public school calendar
- Staff directory of schools that Head Start children will attend
- Glossary of frequently used Head Start and public school terminology
- Lists of Head Start and public school special committees/organizations
- Head Start and Public School Program Regulations (i.e., 70.2, Performance Standards, etc.)
- Descriptions and samples of special school curricula

PROCEDURES

Approximate Time	Code	Activity
10 Minutes		INTRODUCTION
	Δ	Review the agenda and objectives. Ask participants if they have read the material and formulated at least two objectives for parent transition. List their objectives on newsprint and display on a wall. Refer to objectives during planning portion of workshop.
	▭	Either review objectives individually or discuss objectives as a team.
15 Minutes		WARM-UP ACTIVITY
	Δ	Ask participants to complete the following sentence stem: For parents, transition means.. List all responses on newsprint and discuss. Look at similarities between responses. Also discuss differences.
	▭	Individually list responses to the above sentence stem and review list or discuss with partner. Look for special properties of transition. Emotional descriptions should be noted and discussed.
10 Minutes		WHAT IS TRANSITION FOR PARENTS?
		Lecturette and Discussion (Handout #1)
	Δ	Complete lecturette and lead a brief discussion using the following questions as a guide:

Approximate Time	Code	Activity
10 Minutes		• Have any of you gone through a transition within the past few years? • What were your feelings associated with this experience? • What helped or hindered the process?
	□	Complete the above questions either individually or with your partner. Allow sufficient time to share experiences and reinforce concepts. Refer to Handout #2.
5 Minutes	△ □	DISCUSS KEY ELEMENTS INVOLVED IN THE TRANSITION PROCESS. TRANSITION ELEMENTS. Refer to Handout #3.
10 Minutes		THE TRANSITION PROCESS
	△ □	Lecturette (Handout #4) Share or review lecturette and discuss key concepts.
30 Minutes		REVIEW OF CASE STUDIES
		Small group activity. Divide large group into five small groups and distribute Handouts 5A, B, C, D, E (one to each group). Instructions: Transition does not always proceed in a smooth manner. Often many barriers cause problems for all persons involved. These sample illustrations are designed to focus on significant events that are related to the transition process. Each group is to refer to the case study. After review, rewrite the case study as it should occur if a coordinated transition process is in place. Select a recorder and reporter for large group feedback. Distribute newsprint and felt markers. Keep rewritten case studies practical and logical for your local community.

Approximate Time	Code	Activity
	△	Review each case study either individually or divide the studies between each person. Follow the above directions and rewrite.
30 Minutes	□	FEEDBACK AND DISCUSSION Each small group should report back on its case study. Allow time for questions or reactions to the case study. Compare rewritten case studies with similar situations that have occurred if working individually. Think back to incidents reported by other staff and parents. Is the rewritten case study practical?
	△	If working in pairs, exchange rewritten case studies and discuss content. Focus on appropriateness of content for your local community.
15 Minutes		BREAK
10 Minutes	△ □	WHO'S RESPONSIBLE FOR TRANSITION? Large group activity and lecturette. (See Concepts for Presentation, page ______.)
20 Minutes	△ □	IDENTIFICATION OF STAFF ROLES AND RESPONSIBILITIES (HANDOUT #6) Ask large group to return to small groups. Give the following instructions: Each small group is to identify roles and responsibilities for its assigned component. Select a recorder and reporter to report back to large group. Group Assignments: A Administration B Social Services C Parent Involvement D Education E Health

Approximate Time	Code	Activity
	△ ☐	Individually or in pairs complete the above assignments and develop one matrix that includes all components for your program. Once completed, either review or discuss with your partner to determine applicability. Adjust time accordingly.
15 Minutes		SMALL GROUP REPORTS
	△	Each small group will report and share matrix developed by members. These matrixes could be compiled and combined into one package to formulate a resource.
10 Minutes	△	USING RESOURCES TO PROMOTE EFFECTIVE TRANSITION--LARGE GROUPS
		This is a brainstorming activity. List all responses on newsprint. Ask group to identify the kinds of resources that could facilitate a smooth transition. Do not evaluate or comment on any response. Simply list all responses.
	☐	Individuals or pairs could list responses and use this list to determine how each of the resources provided would be used in the transition process.
		See list on page___.
30 Minutes	△ ☐	IDENTIFICATION AND REVIEW OF RESOURCES
		Ask each person to share any additional resources that were brought to the workshop. Also review handouts #7-13. Following a period of review ask participants how they could use various resources for potential impact on Head Start and school relations.
	☐	Review materials and develop brief statements of purpose for relevant items. These descriptions could be placed in the parent handbook. Adjust time accordingly.

Approximate Time	Code	Activity
30 Minutes	△ □	DEVELOP A COORDINATED TRANSITION PLAN FOR PARENTS
		Distribute Handout #13 to each person. Ask that participants return to small component groups and complete plan. Refer to Handout #6.
	△	Individuals or pairs may complete component plans and discuss.
10 Minutes	△ □	SHARE COMPONENT TRANSITION PLANS
15 Minutes	□ △	INDIVIDUAL PLANS FOR TRANSITION
		Each person should review personal objectives listed on newsprint and make any changes that might be needed following review of the resources and workshop content.
15 Minutes	□ △	SUMMARY AND EVALUATION
		Review the objectives for the workshop and discuss outcomes. Also, review personal objectives.
		Hand out evaluations and complete the forms.

CONCEPTS FOR PRESENTATION

Topic	Code	Key Concepts
Staff Roles/ Responsibility	△ □	No one staff person has total responsibility for transition. Everyone is needed in order to ensure that all parents are aware of the transition process. One staff person should, however, have responsibility for overall coordination of transition efforts. Responsibility should be based on job role and description. All component coordinators have responsibility for the inclusion of transition activities in all plans.
Staff Planning	□ △	Plans must be developed before transition can proceed. Each component should develop a plan for parent and child transition. Each transition plan should include reference to linkages with the public school.
Coordination	□ △	No plan can be fully implemented without the necessary cooperation and coordination between staff.
What steps are involved in coordination?	□ △	Coordination efforts should include the entire staff, policy council and lead parents. Once the Transition Committee has developed a plan, it should be shared with everyone including appropriate public school personnel. The next step is to provide a forum for parents, staff and public school to comment on the plan.

Topic	Code	Key Concepts
		Once comments have been received it is time to set up regular meetings either at the center or central level to ensure the implementation of the plan.
		Publish ongoing information about transition efforts in the program newsletter.
		Distribute newsletters to parents and public school personnel.

WHAT IS TRANSITION?

One central tenet of the Head Start philosophy and programming is the paramount influence of the family on the education of the child. An underlying assumption is that the education of the child begins in the family, and therefore, parents are first teachers, role models, influencers, providers, nurturers, and guides. Head Start regulations and guidance both support and enhance the significance of parental involvement in the total program.

The purpose for encouraging and nurturing involvement for parents is to bring about change in the parent and child relationship. It is through this change process that the vision and dream of Head Start's philosophy can be realized. Change is viewed as a means to an end product. The products in Head Start are successful children and self-assured parents.

How then does one ensure that parents and children, upon leaving Head Start, feel as confident and self-assured in public school? How should parents and children handle fear, reluctance, confusion, anxiety and all the other uncomfortable feelings associated with change? Why does separation from the safe and comfortable Head Start environment cause both parents and children to resist just such a risk-taking experience?

These feelings and experiences are all part and parcel of the process of transition. Transition according to Webster means--passage from one state, stage, place, or subject to another--Change.

Transition for parents and children is a process that facilitates the passage from Head Start to public school and involves opportunities for:

- Information sharing and gathering
- Skill identification
- Identification of similarities and differences
- Development of mutual goals and objectives
- Developing advocacy skills.

The transition process begins after enrollment has been completed. It is helpful for staff to view the Head Start experience not as an end in itself but as a means to an end product. With this in mind, the need for planning the transition process becomes necessary.

Parent Involvement/Transition Process

Recruitment
↓
Enrollment
↓
Orientation
↓
Involvement/Transition Training
↓
Involvement/Transition Activities
↓
Head Start Closure
↓
Transition
↓
Public School Involvement

Without planning, it is impossible to incorporate training, resource use and parent activities into a logical chain of events. What happens most often, without planning, is that parents experience a chain of disjointed events. The results are confusion and resistance.

Each program should organize a Transition Committee/Team in order to facilitate planning, implementation and evaluation of the whole process. Membership on the committee should include: parents, staff, community, public school representatives and policy group representations. This committee will be responsible for developing the transition plans. Actually, the transition plan could be incorporated with either the parent involvement component plan or all other component plans.

Handout #2

TRANSITION CONDITIONS

Uncoordinated Transition	Coordinated Transition
CONFUSION	Basic understanding of the school system
FEAR OF UNKNOWN	Channels of communication have been established.
DISTRUST OF SCHOOL SYSTEM AND PERSONNEL	Parents have been introduced to school administrator and staff.
LACK OF INFORMATION	Basic information has been shared and included in the parent handbook.
UNREALISTIC EXPECTATIONS	Shared expectations from both the schools and Head Start.
STRESS	Stress is reduced because the myths surrounding the public school have been exploded.
AWARENESS OF MAJOR DIFFERENCES	Also aware of a vast number of similarities because linkage has been established between the two.

Handout #3

TRANSITION ELEMENTS

Elements	Concerns
PARENTS	Separating from other parents, staff, center and enjoyable, safe activities and experiences.
CHILD	Leaving the comfort, safety, and familiarity of the Head Start program to enter public school.
PROGRAM/ STAFF	Letting go of parents and children with whom they have become familiar. Not knowing what to expect from "new" parents and children.
SCHOOL	Accepting the responsibility for providing services to new children and parents who bring unknown needs, concerns, issues and problems. Transition impacts on all of the above elements in different and significant ways. No matter what the element, the need for support and assistance through this difficult process is universal. Each element has its own special need that must be met if transition is to proceed in a smooth and efficient manner.

Handout #4

COORDINATED TRANSITION PROCESS

The transition process begins when enrollment ends. After parents enroll their children, plans should be made to help them eventually leave Head Start. Therefore, it is important that all expectations for parents, children, and staff are clearly stated. Parents should be aware of the short-lived Head Start program experience compared to at least thirteen years of formal education in public school. Clearly, the scales are tipped in favor of the public school experience.

However, Head Start because of its broad scope, comprehensive nature and indepth support systems can have far-reaching impact much beyond the limits of one or two years. The Head Start experience could be viewed as a preparatory period for parents and children. Clearly, it's a chance for a good beginning to build a strong social and educational foundation.

Because of the short Head Start experience, it is most important that parents are prepared to leave and impact on community agencies and institutions--namely, the school system. In order for this transition to occur in a smooth manner, the following process is recommended for staff:

- Assess Needs of Parents
- Assess Needs of School for Parent Involvement
- Compile
- Prioritize Results
- Establish Parental Transition Advisory Committee
- Develop Plans for Transition
- Implement Plans
- Evaluate

Several points need to be made in reference to this process:

- The process should begin early in the first quarter of program operation.
- Clarify specific roles and responsibilities for all staff.
- Establish communication linkage with all school systems and the Board of Education where Head Start children will be in attendance.
- It is possible to include transition activities in the parent involvement and other component plans. The important factor is to plan for change and transition.

Handout #5A

CASE STUDY

Mrs. Williams, a Head Start parent, has just arrived at the Center to pick up her son, Allan. She's looking a little sad, and Mrs. Green, the Head Start teacher, approaches her. "Mrs. Williams, is something the matter?" "Well, I'm just concerned because it's May and little Allan will be leaving Head Start next month." "Yes, that's right and I sure will miss him."

"He'll be going to the New Bern School in September, and I don't like the teachers there. My other children have all had problems, and I wish I didn't have to send Allan there."

"You're right! All those teachers are concerned about is their paycheck. Every time I've attempted to contact one of them, they never return my call. You keep your eye on them and just remember to visit the Center like always. We really need you here."

CASE STUDY

Mr. Klein, a principal at the Warm Springs Elementary School, has just been visited by a Head Start parent, Mrs. Turner. Following the visit, he called the Head Start office to request some clarification. He spoke with the Nutrition Coordinator who just happened to answer the phone.

"Mrs. Turner just left my office, and I'm a little confused about what her expectations of public school are. She wanted to sign up to volunteer for the classroom and also sit on the curriculum committee. I explained about the committees, and she didn't seem to understand. Can you give me some information about what parents do in Head Start?"

"Well, I don't handle that part of the program. Someone else will have to help you, and I don't know where people are right now."

CASE STUDY

The Parent Coordinator, Anne Martin, is presenting information about public school at a center meeting. June Hudson, a parent, insists that the teachers at the Central Elementary School do not want to teach Head Start children.

"Ms. Martin, you should know by now that those public school teachers don't really know how to teach Head Start children. They say that our kids won't sit still; they run around the room too much. Everytime I go to that school, I'm ready for a fight with the teacher. It's not going to change, so parents had better get their act together and be ready to tell the teachers off."

CASE STUDY

Mrs. Mary Dean, a Head Start parent, is attending her first Parents-Teachers Association meeting. She was a member of the Policy Council for three years and volunteered nearly two days every week.

As she walked into the meeting, which much to her surprise had already started, she looked around for a familiar face. Finding none, she settled into a chair near the back of the room.

She leaned over to talk with Mrs. Ann Dwyer who is from the Morning Meadows section of the County. "Hello, my name is Mary Dean, and I'm a new parent. No one told me what time the meeting started, so I was late. Can you tell me what's going on?"

"Well, I'm surprised that you didn't read the meeting notice in the County Gazette. Everyone has the newspaper delivered. Perhaps you overlooked the notice."

"I don't get the newspaper."

Umm....

"I was on the Policy Council, and I would like to get on the Budget Committee."

"Good grief! What's a Policy something or other? I've never heard of that. You must not be from around here."

With that Mrs. Dean got up and left the meeting.

CASE STUDY

Mrs. Barns, the Brighton Elementary School secretary, has just finished a phone conversation with Jose Garcia, a former Head Start parent. She rushes into the principal's office to complain.

"I just spoke with a Mr. Garcia who has been calling and calling about his son's records. You know he says that his son had multiple sclerosis, and he wants to make sure that the teacher understands. I assured him that when the time and need arose, his son's teacher would contact him. However, he just keeps calling. What else can I do? Besides, I have trouble understanding him because of the accent!"

"Tell him to make an appointment with the school nurse next time he calls."

Handout #6

PARENT TRANSITION PLANNING SHEET

COMPONENT: ______________________________

CODES: ● TASK INITIATION
/ CHECK POINT (MTG)
X COMPLETION

COMPONENT:

TRANSITION ACTIVITIES	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC

Handout #7

SOME WAYS THAT HEAD START PARENTS CAN BE INVOLVED IN PUBLIC SCHOOL

- Special Events Coordinator
- Advisory Committees - Budget, Personnel, Curriculum, etc.
- Media Center Aide
- Fund Raisers
- PTA/PTO Members
- Task Force Members
- Trainers of Other Parents
- Newsletter Editors
- Reporters for Newsletter
- Telephone Networkers
- Discussion Leader
- Classroom/POD Aide
- Child Care Aide/Baby-sitter
- Transportation Coordinator
- Transportation Provider
- Office Clerks
- Field Trip Aide
- Refreshment Coordinator
- Parent Resource Room Coordinator
- Coordinator of Parent Activities
- Coordinator of Resource Material -
  Books, Magazines, Newsletters, Pamphlets
- School Monitor or Evaluator
- Parent Handbook Developer
- Parent Volunteer Recruiter
- Playground Aide
- Math Lab Aide
- Instructional Aide
- Parent Education Group Leaders
- Records/Documents Aide
- Coordinate Career Development Clinics for Parents

Handout #8

COORDINATED ACTIVITIES THAT PROMOTE SMOOTH TRANSITION

- Newsletter Sharing
- Joint Social Events
- Shared Fund Raising
- Joint In-Service Training
- Task Force Memberships
- Advocacy Groups
- Parent Education Workshops
- Volunteer Training
- Parent Teacher Association - Policy Group Membership Exchange
- SAVI Team Membership
- Parent Rap Sessions
- School Visits and Tours
- Special Recognition Events for Parents and Teachers
- Joint Special Projects for Parents and Children
- Information and Resource Exchange
- Attendance at School Board Meetings
- Joint Community - School Projects
- Calendar Exchange
- "Brown Bag" Discussion Groups for Head Start and School Staff
- Advisory Committees for Parents and Staff
- Staff "Buddy" System for Teachers in Head Start and Public School
- Resource Library for Head Start Staff and Public School Staff Use
- Parent Handbook for Head Start and Public Schools

Handout #9

MONTH NOVEMBER **YEAR** ____________

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	SMILE ☺	Smith Center Meeting 7 p.m. PTA Meeting Nowell School 8 p.m.	Remember to volunteer this month. We need you!	Read a story to your child tonight	Smith Center Field Trip to Turkey Farm 10 a.m.	
	Newton Center Committee Meeting 7:30 p.m.	Give your child a big hug when s/he comes home today	Education Committee Meeting 9 a.m.	Davis Head Start Center Meeting 10 a.m.	Home Visits: Smith Center, Martin Center, Davis Center	
	Joint In-Service Training - Head Start and Nowell Elem. School 9 a.m.-3 p.m.	Welch Center Committee 7:30 p.m.	Martin Center Meeting 10 a.m. Policy Council 8 p.m.	Board of Education Budget Hearing 8 p.m.	Brook Elementary Parenting Class-Head Start Parents are invited.	
	Transition Committee Meeting at Brook School 10 a.m.	Nowell Elementary & Welch Joint Staff Thanksgiving Pot Luck 8 p.m.	Discuss Thanksgiving with your child Plan a surprise!	THANKSGIVING HOLIDAY	Have a Special Scavenger Hunt for your children. Hide something that shines!	
	Remember to read your Parent Handbook SAVI is coming soon	This is a Make Someone Happy Day!	Get ready for Exploring Parenting Class next week	First Elementary school visits for Welch and Brook Centers	Joint In-service Training Head Start and Nowell Elem. School 9 a.m. - 3 p.m.	

Handout #10

WHAT TO LOOK FOR AND CONSIDER WHEN OBSERVING IN A CLASSROOM

I. TEACHING

(a) What is being taught (what subject) while you are there?
(b) Does it appear to be meaningful?
(c) Are the children attentive and interested?
(d) Put yourself in the position of a child--are you interested in the lesson?
(e) Are the directions clear?
(f) Are the children carrying out the tasks assigned?
(g) Does the activity of the children appear purposeful?
(h) Are the children able to work independently when the teacher is working with another group?
(i) Transition periods--do the children move smoothly from one activity to another?

II. CHILDREN'S ATTITUDES TOWARD ONE ANOTHER

(a) How much are children able to initiate activity on their own?
(b) How much independent activity is there in the classroom?
(c) Do the children appear to like and respect one another?
(d) Do they appear interested in what is going on?
(e) Do they disrupt the teacher?

III. DISCIPLINE

(a) Does the teacher assume his or her role as a leader?
(b) How does the teacher handle disruptive incidents?
(c) Are the rules for the class clear?
(d) Are they expressed in positive terms?--It is better to tell children what they should do, rather than what they should not do. Example: "Write the paper neatly" is a better approach than "Don't do sloppy work."
(e) How does the teacher handle incidental learning--that is, answering questions asked by the children?

IV. GENERAL APPEARANCE OF THE ROOM

(a) The classroom should be set up in terms of convenience for the children in order to create the most efficient learning environment. Check lighting, seating arrangement, condition of equipment.
(b) Are there materials for creative use as well as materials for intellectual development?
(c) Are supplies being well used?
(d) Bulletin boards--are they attractive? What do they display? Are they varied--children's work, teacher made etc.?
(e) Chalkboards--does the handwriting display good standards of penmanship and manuscript?

(f) Is there a reading area with a good supply of books? Are there other interest centers such as social studies and science?

IF YOU QUESTION SOMETHING, ASK THE TEACHER ABOUT IT BEFORE MAKING A JUDGMENT. ALWAYS ASK FOR THE REASON WHY SOMETHING IS DONE A PARTICULAR WAY.

Adapted from: School Power by James P. Comer, 1980. The Free Press. New York. 1980.

WHAT TO ASK IN A CONFERENCE WITH YOUR CHILD'S TEACHER

I. Academic progress

- (a) Reading--ask to see your child's reading book, workbook and other reading materials. Ask at what grade level your child is currently reading, as well as at what grade level he was reading at the beginning of the year. You may ask to have your child evaluated by the reading teacher if you and the teacher feel he is not progressing. What areas of reading are most difficult for your child?--i.e., sounding out new words, comprehension, oral reading, etc.
- (b) Math--ask what is currently being taught in math and HOW it is being taught. There are many methods of teaching math; you must be aware of what method is being used with your child so that you can help him at home. Ask to see math books, worksheets, etc. that are being used.
- (c) Social studies and science--ask what is currently being taught; are there enrichment activities your child could do at home?
- (d) Spelling--ask how spelling is being taught--is spelling tested regularly--ask for a rundown of your child's scores.
- (e) Testing--ask what testing has been done on your child--both teacher made and standardized. Ask what the grade level scores were, and also what areas showed deficiencies.

II. Child's Emotional and Social Adjustment

- (a) What is my child's feeling about himself? Does he appear to view himself as a learner in the class? How does he get along with the other children in the class?
- (b) Is my child responsible--does he follow directions--what social areas are most difficult for my child?
- (c) What do you do when my child misbehaves? What measures are most effective? What methods are least effective with my child?
- (d) What could I do at home to help my child?

Remember: To say that a child is "doing fine" does not tell you anything. What does doing fine mean? In order to help your child you must get a complete objective picture, and not vague generalities.

Adapted from: School Power by James P. Comer. The Free Press. New York. 1980.

Handout #12

REVIEW OF MATERIAL AT HOME

Check on school-related materials sent home during the past year. It's a good idea to keep a separate file on each child. As you review the file, ask your child for his or her comments on school this year, what s/he likes best and least, what s/he would like to change next year.

	Yes	No	Need More Info
Do I have all previously issued report cards for the year?			
Does any correspondence with teachers and principal remain unanswered?			
If our school produces a handbook, do I have a copy? Does it clearly answer any questions I may have about school policies on such subjects as suspension, promotion, graduating process?			
If our school does not have a handbook, do I know whom to go to for answers to questions?			
Are my child's immunizations against contagious diseases up to date and have I made an appointment for my child's annual school medical checkup for next fall?			
Have I made a list of questions I want to ask my child's teacher, and have I set aside materials from my home file that I plan to take with me?			

From: Annual Education Checkup National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Columbia, MD 21044-3199

Handout #13

PARENT-TEACHER CONFERENCE FOLLOW-UP

After completing a parent-teacher conference some type of follow up is recommended. The following actions could be carried out:

- Send a note of appreciation to the teacher and any other school staff who participated in the conference.
- Review recommendations and/or agreements reached during conference.
- Note any questions raised as a result of conference.
- Make appointments with other school personnel if necessary.
- Keep all follow up appointments with school staff as planned.
- Keep in touch with teacher or other school personnel--making special note of child's progress or problems.
- Stay abreast of child's report cards, papers, accomplishments, awards, and any other school related activities.
- Consult outside experts if needed to interpret child's behavior, problems, school's report on child or to answer questions arising from a home-school encounter.
- Consult teacher whenever serious concerns arise regarding school.
- Send a keep-in-touch note to teachers for any reason such as: commenting on a compliment from the student, a special educational television program viewed by parent, a special community event of interest to all children, offers to volunteer time and resources, etc.
- Keep a journal (notebook, ring binder) and jot down questions, concerns, ideas, etc. related to the home-school relationship. This will provide a record of child's progress.

TRANSITION COMPONENT PLAN

COMPONENT: ______________________ SUPERVISOR: ______________________

COMMITTEE: ______________________

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DATES	TASKS	PERSON RESPONSIBLE H. S./PUBLIC SCHOOL	RESOURCE ACTIVITIES	CHECKPOINT COMPLETE/INCOMPLETE
FIRST QUARTER				
SECOND QUARTER				
THIRD QUARTER				
FOURTH QUARTER				

REFERENCES

TITLE: Putting It Together With Parents
PUBLISHER: Publications Sales California State, P. O. Box 271, Sacramento, CA 95802
DESCRIPTION: Guide for involving parents in schools.

TITLE: Self-Assessment System for a Responsive Parent Involvement Program
PUBLISHER: Far West Laboratory, Responsive Education Program, 1855 Folsom Street, San Francisco, CA 94103
DESCRIPTION: An inventory designed to evaluate the quality of a parent program.

TITLE: Parent Involvement
PUBLISHER: Superintendent of Public Instruction, c/o Gary P. Reul, M.Ed., Old Capitol Bldg., FG-11, Olympia, WA 98504
DESCRIPTION: List of resources on parent involvement.

TITLE: Partners: Parents and Schools
AUTHOR: Ronald S. Brandt, Editor
PUBLISHER: Association for Supervision and Curriculum Development, 225 N. Washington Street, Alexandria, VA 22314
DESCRIPTION: A review of parent participation practices in schools.

TITLE: Parent Conferences in the Schools
AUTHOR: Stuart Losen and Bert Diament
PUBLISHER: Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02210
DESCRIPTION: Specific guidelines for working with parents as partners in education.

TITLE: Parental Involvement Handbook
PUBLISHER: Education Service Center, Region XIII, Austin, TX
DESCRIPTION: General suggestions for setting up a parent program.

TITLE: Parents Organizing to Improve Schools
PUBLISHER: National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044
DESCRIPTION: A specific guide to organizing parent groups in schools.

TITLE: Citizen Training Institutes
PUBLISHER: National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044
DESCRIPTION: A set of five slide-tape presentations whose titles are:

- Organizing Parents and Developing Leadership
- Fund Raising
- Parent Involvement in Collective Bargaining
- How to Work with School Officials
- The Law and Parent's Rights

TITLE: Keys to Community Involvement
PUBLISHER: Northwest Regional Educational Laboratory, Office of Marketing and Dissemination, 710 S.W. Second Avenue, Portland, OR 97204
DESCRIPTION: This series contains fifteen (15) booklets that may be purchased as a set or by individual titles. They are:

- Community Groups: Keeping Them Alive and Well by Greg Durian
- Group Decision Making: Styles and Suggestions by Greg Durian
- Problem Solving: A Five-Step Model by Susan Sayers
- Planning for Change: Three Critical Elements by Carolyn Hunter
- Personal and Professional Development: An Individual Approach by Susan Sayers
- Governing Boards and Community Councils: Building Successful Partnership by Diane Jones
- Innovative Projects: Making Them Standard Practice by Carleen Matthews
- Successful Projects: Examining the Research by Carleen Matthews
- Effective Groups: Guidelines to Participants by Susan Sayers
- Group Progress: Recognizing and Removing Barriers by Diane Jones
- Measuring and Improving Group Effectiveness by Diane Jones

- Finding the "Right" Information: A Search Strategy by Carolyn Hunter
- Community Surveys: Grassroots Approaches by Carolyn Hunter and Keats Garmen
- Using Consultants: Getting What You Want by Carleen Matthews
- Group Leadership: Understanding, Guiding, and Sharing by Greg Durian

TITLE: School Budget: It's Your Money; It's Your Business
AUTHOR: Rhoda E. Dersh
PUBLISHER: National Committee for Citizens in Education, Wilde Lake Village Green, Suite 410, Columbia, MD 21044
DESCRIPTION: How parents can understand the school budgets.

TITLE: Citizen Participation in the Public Schools
AUTHOR: Robert H. Salisbury
PUBLISHER: Lexington Books, D.C. Health and Company, Lexington, MA
DESCRIPTION: Examines the issue of parent participation.

TITLE: Overcoming Barriers to School Council Effectiveness
AUTHOR: Jim Stanton and Ross Zerchykov
PUBLISHER: Institute for Responsive Education, Boston, MA: 1979
DESCRIPTION: Report on a year-long effort to support and evaluate local school advisory councils.

TITLE: Involving Parents in Public Schools - A Handbook for Participation in Schools
AUTHORS: Lyons, Robbins, Smith
PUBLISHER: High/Scope Press, 600 North River Street, Ypsilanti, MI 48197
DESCRIPTION: A thorough guide for parents on how to become involved.

TITLE: Effective Skills in Parent/Teacher Conferencing

AUTHORS: Thomas M. Stevens and Joan S. Wolf

PUBLISHER: NCEMMH, 356 Arps Hall, The Ohio State University, Columbus, OH 43210: 1980

DESCRIPTION: A guide for staff on how to develop skills for conducting parent-teacher conferences.

Using the Outdoors as a Learning Environment

by Nancy Mallory

USING THE OUTDOORS AS A LEARNING ENVIRONMENT

OVERVIEW

This workshop is intended primarily for education component staff (including volunteers) and the director. Other interested parents and community members could also be included.

Training techniques will include short lectures, total group discussion, film viewing and small group tasks and reporting. The culminating activity provides for quality improvement planning.

For a group of 25-35 participants, the training time is approximately six and one-half hours in length. Sections of the agenda can, however, be separated out to accommodate your program's specific need or to allow for completing the training in several shorter sessions.

LEARNING OBJECTIVES

- To develop an awareness of the value of outdoor play
- To review the wide variety of play and learning opportunities available in the outdoors
- To explore the need for specific planning for outdoor use
- To identify necessary precautions to assure safe and healthy use of the outdoors
- To plan for increased quantity and quality of children's outdoor time

AGENDA

Introduction
The Value and Importance of Getting Preschool Children Outdoors
Opportunities for Outdoor Play
Planning for Outdoor Play
Health and Safety
Planning for Improvement
Summary and Evaluation

MATERIALS

Flip Chart, Tape and Pens
Paper for participant use
Copies for each participant of:

- Learning Objectives
- Agenda
- Handouts

Film - "Concept Development In Outdoor Play" available from Campus Film Distributors Corporation, 24 Depot Square, Tuckahoe, New York 10707, (914) 961-1900, Rental Fee $30, Purchase Price $275 (1986 costs)

In Region III, available on loan from Head Start Resource and Training Center, 4321 Hartwick Road, Room L-220, College Park, Maryland 20740, (301) 454-5786.

16mm Projector

Projection Screen (or white wall)

PROCEDURES

Preparation

- Recruit four (4) volunteers to prepare ahead of time and report on playground safety issues. Provide each one with a section of Handout #4. 1. Slides, 2. Climbing Structures, 3. Swings, 4. Sand and Impact Sand.
- Ask participants to bring copies of their schedules and classroom planning forms to the training session.

Approximate Time	Activity
5 minutes	INTRODUCTION Introduce self, the learning objectives and the agenda. Restate the training topic and share preface statements on p. 8.
15 minutes	Then ask participants to close their eyes and imagine themselves in their most favorite spot in the world. Ask for a show of hands of those who imagined themselves somewhere in the out-of-doors. (Many people make this choice.) Let some participants share where they imagined being. Comment on our inherited and learned love of the outdoors and the need to share that with the children. See Introduction, Key Concepts p. 9 for lead into next part.
15 minutes	THE VALUE AND IMPORTANCE OF GETTING PRESCHOOL CHILDREN OUTDOORS In a short lecture, share the Key Concepts on pp. 9-10. Personalize it with anecdotes from your program.

Tell participants they will see a film which depicts some of these points and more...

5 minutes Introduce film. Share the following: This film, "Concept Development In Outdoor Play," demonstrates a wide variety of activities which can be implemented in the outdoor classroom along with the learning values they offer. It does not concentrate on gross motor skills such as balance, running, jumping, climbing or ball use because that is covered in a companion film entitled, "Outdoor Play, A Motivating Force For Learning." In the approximate 20 minutes that it runs, watch for specific skills or learning that you see children attempting or accomplishing.

20 minutes Show film, "Concept Development In Outdoor Play."

15 minutes OPPORTUNITIES FOR OUTDOOR PLAY

After the film, ask participants to identify all the specific skills or learning they saw children attempting or accomplishing. List these on flip chart or blackboard.

Review list and note which are: PHYSICAL SKILLS, COGNITIVE/CREATIVE SKILLS, SOCIAL/INTERACTIVE SKILLS.

Some important considerations in looking at "Opportunities For Outdoor Play" not specifically covered in the film are:

Outdoor play in cold weather
and
Outdoor play for handicapped children

Form small groups (5-8 people in each). Ask that each group select a leader and a recorder/reporter. They may use Handouts #1&2 for reference.

20 minutes

Post and review the following and let them begin.

Small Group Tasks

1. Discuss useful preparation and precautions for successful cold weather outdoor play.

2. List good cold weather games and activities.

3. Discuss and list ways to involve handicapped children meaningfully in outdoor play.

15 minutes

BREAK

20 minutes

REPORTS

Invite brief reports to the total groups from each small group commenting appropriately to cover Key Concepts, p. 11-middle of p. 12.

20 minutes

PLANNING FOR OUTDOOR PLAY

Present short lecture. Write major topics on flip chart or board as you discuss them:

Schedules
Long-Term Plans
Weekly/Daily Plans
Individual Plans
Home-Based - Outdoors

See Key Concepts pp. 12-14.

30 minutes

Small Groups Task

Following your lecture, ask class or center groups to:

1. Devise a planning process which provides for:
   a. Documenting their plans (use plan forms they brought)
   b. Adequate outdoor time
   c. Assigning supervision tasks
      - Responsibility for areas of the outdoor classroom
      - Responsibility for special projects

d. Observing and recording specific children and specific skills in the out-of-doors
e. Teaching tasks - such as ball skills, gardening, and woodworking
f. Regular health and safety checks on yard and equipment
g. Developing and implementing center safety rules for outdoor use

See worksheet, Handout #3.

60 minutes BREAK FOR LUNCH (outdoors if possible)

20 minutes REPORTS

Facilitate small group reports to the total group on their planning process.

25 minutes HEALTH AND SAFETY

Introduce Health and Safety Concerns (see Key Concepts, pp. 14&15) and the people who are reporting on safety as regards:

slides
climbing structures
swings
sand & impact sand

If preassignments were not possible, provide the information as a short lecture.

Refer participants to Handout #4.

Remind participants that Health & Safety checks must be an ongoing responsibility and budgets need to allow for repairs, replacements, and fencing when necessary!

15 minutes BREAK

40 minutes PLANNING FOR IMPROVEMENT

Ask teaching teams and anyone else concerned with a particular center to:

- Fill out the "Playground Improvement Rating Scale" (Handout #5.)
- Review the results
- Develop and prioritize objectives
- Begin to develop strategies (Handout #6.)

20 minutes REPORTS

Ask for reports from each center on its major area of concern and some of its plans.

20 minutes SUMMARY AND EVALUATION

Reread the first objective and ask participants to share their learnings. Proceed through all of the objectives in this fashion.

Determine follow-up procedures with the group for purposes of achieving improvement planning objectives.

Provide evaluation forms for participants, allowing them to comment on the content and the process of the workshop presentation.

Using the Outdoors as a Learning Environment

Preface

In Head Start centers, the outdoor classroom is sometimes an area in need of attention and energy; not just as a onetime effort, but on an ongoing basis.

In recent years, there has been much new research and information on playground equipment, mental health, wellness, physical fitness and learning. We need to put that information to use in the outdoor classroom as we consider:

- Safety issues including fencing and appropriate and sufficient surface materials
- The size, amount and condition of equipment for our groups of young children
- Budgeting for regular upkeep, new equipment and replacements
- Reasonable proximity of play space to the indoor classroom
- Landscaping and shade providing for quiet places and active spaces
- Accessibility for and use by handicapped children
- The amount of time scheduled for outdoor use
- Adequate supervision
- Appropriate training for staff and volunteers
- And more...

The need for use of the outdoors as a learning environment also exists for Home-Based programs. We can work with parents to provide for outdoor play by:

- Facilitating the finding or preparing of play space near home(s)
- Discussing outdoor time during home visits
- Encouraging cooperative outdoor play efforts by two or more families
- Exploring free or inexpensive play materials
- Exploring things to do with little or no equipment or materials
- Discussing choices, variety and challenge
- Planning outdoor activities for group socialization
- And more...

Substantial improvements in the outdoor classroom will probably require an understanding of the need, a commitment to the goal and a concerted effort on the part of administrators, staff, parents and community volunteers. Lesser goals can, however, be reached by one or more individuals or groups. So, let us begin!

Topic	Key Concepts to Present
INTRODUCTION	Froebel called his school for young children a "kindergarten" which translates to "children's garden" - an appealing idea even then. Further, our Head Start children are in what Piaget termed the sensorimotor stage of development and what better place than the out-of-doors to use all the senses and to learn and enjoy through movement! So, let's think about why we should give attention to using the outdoors optimally. What are the special values of the outdoors?
THE VALUE AND IMPORTANCE OF GETTING PRESCHOOL CHILDREN OUTDOORS	Getting young children outdoors daily provides: • A chance to observe the natural world plants seasons animals shadows weather rocks/soil • A chance for them to experience their physical being feeling rain, snow, wind leaving footprints making shadows • A chance to observe community activities • New interests and variety in their day • Greater freedom and fewer "Nos" noise is rarely a problem outdoors robust movement is ok unorthodox, imaginative behaviors are more easily accommodated messy projects are not a problem

sand water
gardening woodwork
opening nuts

- For physical fitness and improving gross motor skills

  free activities such as climbing

  or

  organized activities such as such as jumping rope or follow-the-leader

- For building self-confidence

  solving problems such as how to roll a log

  mastering a skill such as riding a tricycle or balancing on a low board

- For individualizing

  fewer supervision problems allow for more one-to-one time

- An outlet for negative feelings

  throwing a ball at a target

  hitting a punching bag

- For disease prevention

  It is beneficial for children (and adults) to get out of heated, dried and dust laden indoor air. Outdoor air allows nasal passage membranes to return to normal and thus be more resistant to colds and infection.

  Getting outdoors is also beneficial for adults in that sunlight and exercise are great fatigue and depression fighters. Exercising, running and playing with the children is good for adults and good modeling for children.

OPPORTUNITIES FOR OUTDOOR PLAY

The outdoors is particularly appropriate for improving gross motor skills and the other values just noted.

In addition, many of the same opportunities for learning and activities usually available indoors can be transferred outdoors. (See Handout #1.)

Outdoor Play in Cold Weather

As previously noted, the heated and dried air of the "Indoor Classroom" can cause irritation and drying of the membranes in the nasal passages while the untreated air of the "Outdoor Classroom" allows these membranes to return to normal and thus be more able to resist and fight off colds and other infections. Children with allergies also frequently benefit from a "break" from dust and particle laden air. It is, therefore, important to share this information so that staff, children and parents will all have the expectation that some time will be spent outdoors each day, except during extremely inclement weather. (e.g. - heavy rain, hail or icy conditions)

Provisions must be made for the necessary boots, scarves, hats, mittens, raincoats, etc. depending on what would be appropriate for the day. (One center bought plastic raincoats for all the children, so they could go out in light rain.)

Certainly there are times when a child should be kept in or kept at home and taken to see a doctor but well children should get outdoors. If more information or reinforcement is needed, contact your local Health Department.

During the coldest weather, schedules can limit outdoor time to 15 or 20 ACTIVE minutes at a time using:

- obstacle courses
- follow-the-leader games
- quickly-paced walks
- exercises

See Handout #1 for other cold weather and snow play ideas.

Outdoor Play for Handicapped Children

It is important to observe the handicapped child's play in the outdoors. Some recent research indicates that handicapped children tend to spend much of their outdoor time uninvolved in any activity and that teacher assistance is needed. (See Handout #2.)

PLANNING FOR OUTDOOR PLAY

Written Plans

Written Plans Schedules

Schedules -- Mini-lecture

Scheduling for outdoor time will vary with the weather. In the coldest weather, outdoor time may only be 15 - 20 minutes and consist of very active play. In spring and summer, whole mornings and/or afternoons may be planned outdoors with a picnic/snack break and story time under a tree.

Long-Term Plans

Long-term plans can provide for:

- regular health and safety checks of the playground using checklists - when/who
- cleaning, clearing, repairing - when/who
- replacing and/or adding equipment to assure enough play spaces for the number of children
- changing/adding materials for a variety of play
- wish lists - e.g., shrub rakes for autumn, pipe sets, truck inner tube, woodworking kit, basketball hoop
- special projects/activities for when there are extra hands

- special community people for outdoor visits, e.g., mail carrier or police officer

Weekly/Daily Plans

Weekly/Daily Plans should document:

- Who will maintain an overview of the entire outdoor classroom?
- Who will be free to become involved with individual or small groups of children?
- Who will take out and put away specific materials or equipment for activities which require special materials and/or plans. Which adult(s) will facilitate or supervise.

    Examples:

    ball skills
    water play
    jump rope use
    balance activities
    obstacles course
    woodworking
    bubble blowing
    movement exploration
    walks
    sand/mud play
    gardening
    reading
    rhythmn and music
    snack
    painting

Individual Plans

Individual Plans should note:

- Observing/recording - what children, which staff member and for what skills?
- Teaching - what, who
    - Especially gross motor skills as appropriate to child assessment and staff observations

CAUTION

When planning, do not plan for competition! For instance, running with a friend or friends is just plain fun and should not be done to see who "wins." In competitive games, children who are already skilled get better and get praise while those children whose skills are not yet developed, most likely lose and feel discouraged. Allow plenty of time for children to explore and play spontaneously!!!

Home-Based Programs and Outdoor Use

Home-Based Programs -

We assess children's ability to climb stairs, throw and catch a ball, hop, jump, balance and for their knowledge of people's roles and natural phenomena. We then need to plan for experiences outdoors to practice gross motor skills, to learn by doing and to observe in the out-of-doors and in the community.

Do Home-Based children have opportunities for swinging, sliding, playing in water, climbing, observing and experiencing the weather, and planting and watching plants grow? These are important considerations in planning the socialization experience.

Does the child in Home-Based get out-of-doors regularly when at home? Does the Home Visitor plan with the parent(s) for daily outdoor activities?

HEALTH AND SAFETY

Many research and design projects have been done on playground safety in the last twenty years. Twenty years ago, climbing gyms were rarely built for preschoolers at all and the equipment that preschoolers had the opportunity to use was most frequently planned and constructed for elementary school age children. Also, there was often little or no impact surfacing material below.

Sand used for play frequently included iron oxides and swing seats were most likely made of wood or even metal. Much has been learned about the dangers of such equipment and the advisability of using different materials, careful placement of equipment, safer construction techniques and appropriate sizing for equipment.

See Handout #4 for safety considerations re:

- Slides
- Climbing Structures
- Swings
- Sand and Impact Sand

In addition, the education component of the Head Start Performance Standards states that, "...outdoor play areas shall be made so as to prevent children from leaving the premises and getting into unsafe and unsupervised areas;". Child safety, as addressed in this standard, may necessitate fencing.

PLANNING FOR IMPROVEMENT	See Handouts #5&6 and follow instructions outlined in Procedures Section.

Child Day Care

Program Guides

Handout #1

STATE OF MARYLAND DEPARTMENT OF HEALTH AND MENTAL HYGIENE

Child Day Care Program #11

LET'S GO OUTDOORS

Outdoor activities are just as important and just as necessary as your indoor program. Both are essential to the health, education, and development of children. Most activities that can be done indoors can also be done outdoors. Plan each with equal care.

Take advantage of the weather and the seasons and what each has to offer.

Include activities for quiet as well as active play.

Make provisions for shade. All children need the shade of a tree, building, or a man-made shelter to protect young, sensitive skin from too much heat and sun.

Have you easy access to an indoor area to cool off in summer or warm up in winter.

Take advantage of all opportunities for children to explore and play spontaneously. Circle, relays and other organized games can wait for later years.

Variety and placement of equipment and materials encourage children's play.

A plan for clean up and storage is important.

Supervision - outdoor activities need the same careful and intelligent guidance as indoor activities - to enrich children's ideas, to insure safety.

The suggestions on the following pages are for outdoor activities all year round. Many are related to creating the kinds of interest areas outdoors that you have indoors. Some are special ideas which are best carried on outside.

DRAMATIC PLAY

Almost any housekeeping activities children enjoy indoors can be done outdoors. Some centers have a shed or tent that children can use as their "house." However, hollow blocks, cardboard or wooden cartons, a table covered with a blanket can be a start for children to create their own house. A climber supplemented with a few boards and ladders becomes a house, a boat, a hospital, a theater, a filling station, a doctor's office.

Doll carriages and dress-ups encourage "traveling," "visiting," and "moving."

Mixing flour and water for dough is fun out of doors. Don't forget mud pies, or just the plain old garden hose with or without water.

Wash the doll clothes and the doll too. Make a clothes line. Wash the dishes.

Go "camping." Use the tricycles and wagons for transportation.

ART

Painting and pasting can be done outdoors. Easels and tables in a shady place are inviting to children. Rolls of shelf paper spread on a hard surface with paint, collage materials and other media close at hand encourage children to create murals. Paper in unusual shapes spurs imagination. Portable drawing boards may be brought outside if there is no hard surface.

Clay and dough take on new interests when children can use sticks, pebbles, flowers, and grass to enhance their work.

Spatter paint to children's heart's content. Use an old window screen and tooth brushes.

Finger paint. Keep buckets full of water and large sponges for cleaning up.

Water paint. Large paint brushes and water for make-believe paint. "Paint" the house - watch it dry without a trace, or paint designs on the sidewalk.

Paint and finger paint to music.

SCIENCE

Allow time to collect, examine, classify, and display - flowers, stones, leaves, bugs, worms. See what each four year old can find in one square foot of ground marked off with string.

Clean plastic pill containers are just the size to hold that one flower a child brings you - keeps it special and not mixed in with someone else's bouquet.

SCIENCE (cont'd.)

Egg cartons can be used to hold special stones and seeds.

Baby food jars with squares of cheese cloth stretched over the tops held by a rubber band provide temporary homes for visiting bugs and worms. Remember to let them go after the children have had a chance to see them.

Keep a can outdoors to collect rain water. Children love to see how much rain really comes down. It is a good way to learn about evaporation and the weather cycle.

Plant and care for a vegetable garden. It is satisfying to wash and prepare home-grown vegetables for lunch - beans, tomatoes, lettuce, radishes. Enclose the plot with a low chicken wire fence to keep animals out.

Plant a flower garden. Bring a flower inside. Let the children take a blossom home.

Watch the sky - look at clouds - they tell about weather - how do they look - on a sunny day? Before a storm? Lie on the ground and see.

Take the rabbit or guinea pig outside and let him enjoy the plantain and clover, or watch him hop or scurry about on the pavement.

Plant a tree - see it change with the seasons.

What are animals and birds doing?

What are the trees and other green things doing?

What's happening in a nearby pond or stream?

What sounds do you hear?

SAND

A pile of sand or earth is good for many happy hours of play - if placed far enough from the door most sand and earth shakes out of clothes before children get inside.

Do you have an all paved playground? Mark off a large area with railroad ties, fill with sand.

Use sturdy hardware store shovels for digging (not thin metal or plastic). Let children dig a hole. Wagons and wheelbarrows encourage "engineering" and real building. Have a pile of boards nearby. See what happens. A pebble box is useful too.

Empty plastic containers have many uses in this digging area.

Sand that is slightly damp sticks together better for building projects. Dry sand is best for pouring and sifting. Brown construction sand costs less than white.

Have spoons, buckets, muffin tins, pans, trucks, cars, screens for sifting, etc., available in this area. A set of containers - half pint - pint - quart - will give children an idea of size and weight.

SAND (cont'd.)

A small box with "treasure" inside can be buried, dug up and buried again for hours of fun for young pirates.

Tunnels are fun to dig in deep damp sand. It's fun to touch fingers of someone who started digging from the opposite end of the tunnel.

PHYSICAL DEVELOPMENT

Have some climbing equipment firmly set in the ground with plenty of space around it.

In all pavement playground, place climbing equipment in a large sand area.

Large sturdy logs are good for climbing.

Use large hollow blocks, or if you have none yet, use sturdy cardboard boxes or wooden packing cases of various sizes.

Add small ladders (4', 5', 6') smooth cleated boards, lengths of hose, wooden nail kegs, tricycles, tires, inner tubes.

A rope ladder can be suspended from a tree - or a swing.

Building, climbing, jumping, walking, lifting, pushing, pulling, tugging, balancing, carrying - all kinds of large muscle activities happen in this area.

WOODWORKING

Woodworking is at its best outdoors. Supply a sturdy workbench that can be left outside or work directly on the ground. Constant direct supervision is a must indoors or out.

Get free lumber scraps from a lumber yard. Get soft wood, either white pine or knotty pine. Plywood is too hard to nail through.

Store scrap lumber in bushel baskets, or large boxes - scrap lumber is usually in manageable sizes.

Use real hammer (12-13 oz.) and nails - (choose carefully for size, weight, and ease of use). Broad heads are a must.

Use saws only if you have a level bench and a sturdy vise for holding wood.

Let children make what they wish, even if it looks strange to you - or use the tools without making anything.

Let children add paint and trim to their woodworking projects. Keep supply of accessories handy - string, spools, fabric scraps, etc.

STORY AND SONG

Children may lie on the grass in the shade with their favorite books. No grass? Make "seats" out of newspapers for sitting on ground or pavement.

Have story time outside.

Children may dramatize stories spontaneously using the trees, shrubs, play equipment as props.

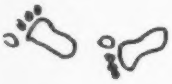
Sing your favorite songs under your favorite tree. Use the guitar, autoharp, and rhythm instruments outdoors. Sing whenever anyone spontaneously starts a song. This frequently happens in the sand box or on the swings.

Bring the phonograph and records outside.

Dance with scarves and streamers on a breezy day.

Let the children take off their shoes and dance on the grass or pavement.

Singing adds to the rhythm of swinging - riding - balancing - painting - jumping rope.



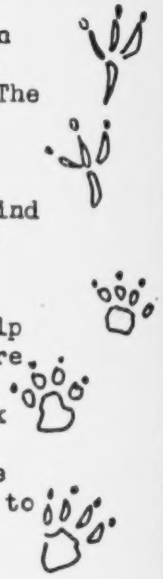
WALKS

To places - bakery, market, construction site, etc.

Just for fun - for a change of scene - to walk in the rain.

Collection walks - let each child carry a paper bag with his name on it (he can decorate it with crayon or paint, if desired). The bag is to collect whatever "looks interesting" or "are nice stones" or colored leaves, pine cones, etc. The children may keep their samples.

Walks to find out - how many different kinds of sounds do you hear? How many "helpers" we find - street cleaners, servicemen, mailmen, etc. What can you find lurking in the corner field? In a stream? Look for signs, different kinds of architecture, etc. Who lives in this house?



Make walks as pleasant as possible. Children benefit greatly when they can help plan how and where they will go. (Adults should take the walk first to be aware of things of interest to see, and any possible hazards.) Go in small groups. Then children do not have to walk in lines or hold hands. Grown-ups don't walk in lines. Help children learn important rules of safety, but preserve their freedom to walk as individuals. A child in a small group with you can be close enough for conversation and help in observing things, for asking what he needs to know, and for comfort if he is unhappy or confused.

For more suggestions for trips - see Child Care Program Guide #19, Trips With Young Children.

look for tracks

WARM WEATHER FUN

Remember:

Plenty of fluids to drink: offer them to children frequently.

Plenty of rest: Heat makes children tire easily.

Take advantage of warm weather occasionally to:

--turn snack time and lunch time into outdoor treats,
--have a picnic - go for a walk and eat bag lunches in the park or field,
--go on a field trip to pick vegetables - cook them in the center,
--let children shell peas, snap string beans, husk corn, scrub carrots and beets, pull their own root vegetables, or
--visit a farm - see piglets - look at a setting hen.

Remember - children learn through real experiences.

WATER PLAY

Use a hose on hot days.

Let children wear old bathing suits, shorts or underpants outdoors - everyone can get clean with the hose before going inside. Plan ahead for your drying procedures.

Encourage children to find out about water. What floats, what sinks? How do things look when wet? When dry?

Keep cans and buckets for pouring and filling - for water painting - for cleaning - for experimenting - for the sand box.

Have a sprinkling can - for toes - for the garden - for sidewalks.

Have sponges with soapy water for things to wash - the doll - the doll clothes - the housekeeping furniture. Children love this kind of cleaning. Scrub the porch - the patio.

Fill glasses with water and tap them with a metal spoon to create music. Different water levels cause different tones.

Blow bubbles - with straws, pipes, empty spools and soapy water. Use mild soap or dishwashing detergent only. Do not use laundry detergent. It is harmful if swallowed.

COLD WEATHER FUN

Although most people enjoy the outdoors more in the Spring, Summer, and Fall than in the Winter, cold weather is invigorating and promotes general good health.

Children should come to the center prepared to go outside: boots, scarves, hats, mittens, rain coats, etc., according to the weather. A walk in the rain can be fun. Puddles and mud or ice and slush are interesting too - provided you have your boots on. Let parents know that you go outside in this kind of weather and that children must come appropriately dressed.

On a winter walk you may find a cocoon hanging from a dead stalk or other winter sights that spark scientific inquiry. You may discover:

--that ducks will stay on the pond until it is completely frozen,
--that rope is stiff and wet rope will freeze,
--that the water in the rain can is frozen,
--that the birds are looking for food and will visit the feeders,
(What else can they find to eat in winter? How do they get water?)
--that water does not evaporate as quickly in the winter,
--that snow flakes have different shapes (use your magnifying glass),
--that snow is made of water.

Things to do -

Build a snow tunnel - make snow sculpture.

Watch icicles form and melt.

Throw snow balls at the gate or a tree trunk.

Make "angels" in the snow. Lie down carefully in the snow and spread your arms - push them up close to your head and down close to your side, making impressions in the snow. Get up carefully and see your "angel."

Ice skate on the icy lawn in boots.

Go sledding - let children slide down the hill on sleds, or use large trays to slide on, or short skis.

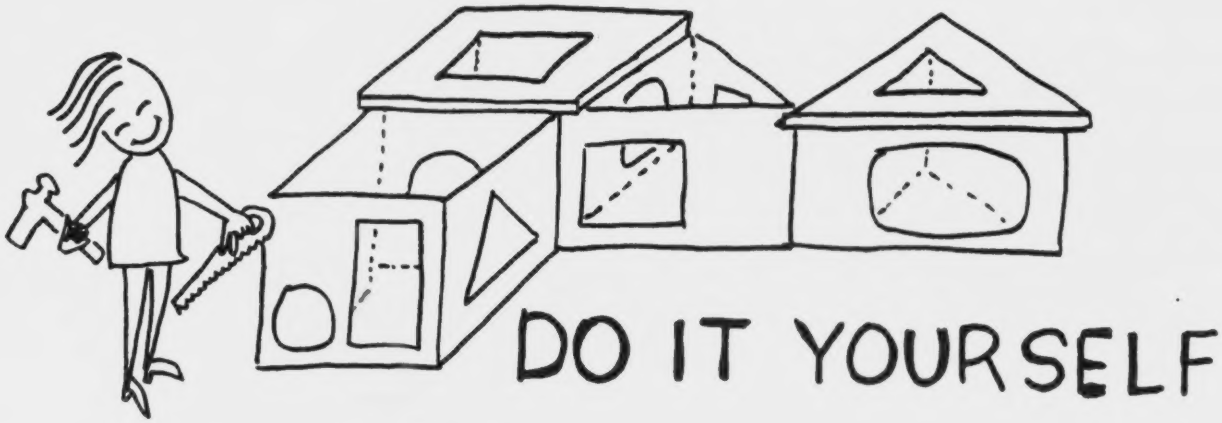
Running and climbing, jumping and hopping are fun in winter, too. Be sure that you are prepared. Keep warm pants, jackets, boots at the center for yourself. If you are warmly dressed you will enjoy outdoor activities with the children.

Outdoor programs not only bring many hours of happiness to children but also promote sound growth and development.

Child Day Care Program Guides

STATE OF MARYLAND DEPARTMENT OF HEALTH AND MENTAL HYGIENE

Child Day Care Program Guide #12



DO IT YOURSELF

THE VALUE OF IMPROVISED MATERIALS

From time to time we recommend specific things that centers caring for young children should include in their equipment or their activities. However, each center reflects the individual personality and ideas and imagination of the adult in charge.

Each center is different because each of you is different and has different ideas. Many of you are making your own equipment instead of waiting until you have enough money to purchase commercial equipment. You may copy a good idea from a catalogue, or collect odds and ends from all kinds of sources. You may ask a tire dealer: "What are you going to do with those big tires?" Or a lumber man, "How about some wood scraps for the children to work with?" Or the grocer, "Do you have any wooden crates today?" "Cardboard cartons?"

Homemade and original equipment does more than just save money. It may be more interesting and appropriate, and the children can have an important part in making it. Unusual materials for both indoors and outdoors encourage your children's imaginative responses and potential.

Commercial materials often are similar to what the child plays with at home or, are much too "elegant" for him to identify with or enjoy. Thus, they do not stimulate a child's thinking or imagination.

A piece of equipment made for only one use (for example, a seesaw) may lead children to only one discovery. If it can be used in many ways, new ideas and new plans develop; new problems arise and new solutions must be found by individuals or small groups of children. Innovative equipment will encourage your children's natural curiosity, set the stage for new learnings, invite creativity, and help them develop new skills.

How often can children find a small shaded secluded spot where just one or two can play, a spot that adults haven't yet "ruined?" Is your yard designed to extend possibilities for growth, play, and intellectual development?

> Have you ever noticed how dull most play yards are, how restless children become and how bored? How many times have you seen two swings, a slide, and perhaps a small sandbox as the total equipment in a play area? Each child is different. Why is play equipment always the same?

NEW HOPE

Because much play equipment is so dull, some manufacturers now are branching out into more varied designs. Many educators and recreational planners are designing new and exciting "adventure" playgounds.

In Denmark, Professor C. T. Sorrenson, a landscape architect, designed a waste material playground. He was impressed by the fact that children prefer playing in junk yards to the sterile, immovable equipment placed in official children's centers. Since that time a great many very interesting play areas have been developed all over the world using inexpensive but really challenging materials, many of which are simply taken from the natural surroundings.

Many materials may seem to be nothing of value until a child "discovers" and wants them for his play. Then a barrel, an old lantern, a log, a 2' x 4', an old baby carriage wheel, become excitingly alive as its young inventor finds a new reason for its being.

MATERIALS AND YOU!

Consider how each child differs from every other - in interests, in ability, age. Have you a large enough variety of materials? When you provide for individual differences, remember that you and your children are continually growing and changing. This means that you must continually

- provide new things, old things
- use them in different ways
- paint them a different color
- put them in different places
- bring them inside; take them outside

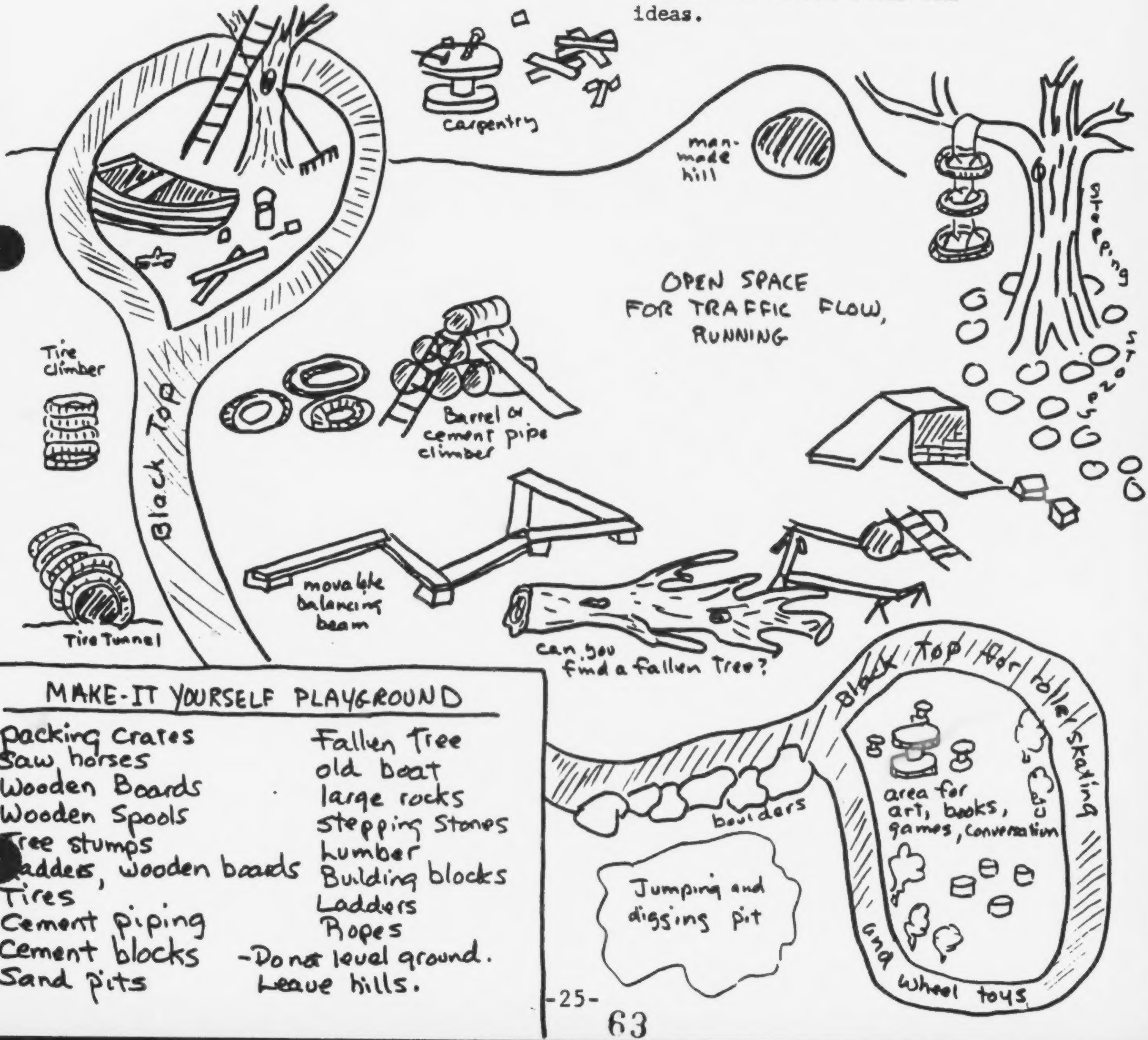
But, above all, as you work with the children, you must feel inspired to add exciting things to your equipment, must believe that the "unusual," the "junk," the "white elephant" can have a creative use. (If you can't think of the use, your children will!)

Be imaginative; be patient with your children's imagination. Enjoy it. Nothing is more exciting than listening to your children's desires and their abilities to use and create things in their own way. Realize that some children love dirt - even if you hate it; that they may like a bit of disorder even if it makes you uncomfortable. After all, for whom is your program designed - YOU or the CHILDREN?

Some suggestions follow of the kinds of original and homemade materials that you can try. The list is as endless as OUR imagination and YOURS.

Remember to inspect all materials regularly and check them for safety. Make sure climbing apparatus is safely bolted or sunk in concrete. Discard items when they are no longer safe to use.

Provide for storage of outdoor equipment when not in use. Provide for easy availability when interest is high or renewed. And most important, regardless of the nature of your equipment, children will need your supervision and your guidance to help them extend and enrich their own ideas.

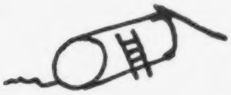

carpentry
man-made hill
stepping stones
OPEN SPACE FOR TRAFFIC FLOW, RUNNING
Tire climber
Black Top
Barrel or cement pipe climber
Tire Tunnel
movable balancing beam
can you find a fallen Tree?
Black Top for roller skating and wheel toys
boulders
area for art, books, games, conversation
Jumping and digging pit

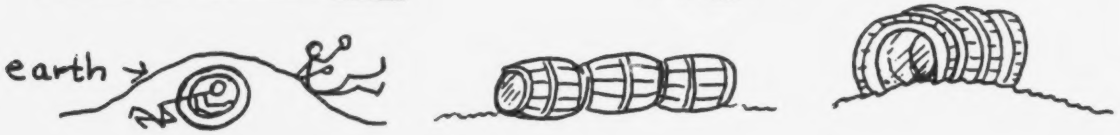
MAKE-IT YOURSELF PLAYGROUND

Packing Crates
Saw horses
Wooden Boards
Wooden Spools
Tree stumps
Ladders, wooden boards
Tires
Cement piping
Cement blocks
Sand pits

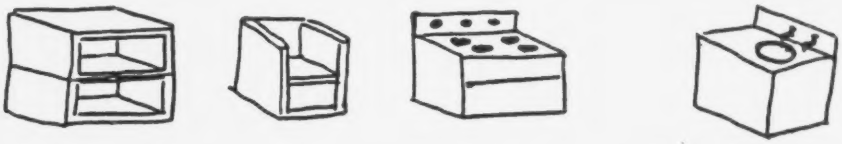
Fallen Tree
old boat
large rocks
stepping Stones
Lumber
Building blocks
Ladders
Ropes
-Do not level ground. Leave hills.

SUGGESTIONS:

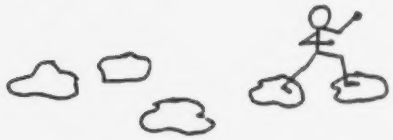


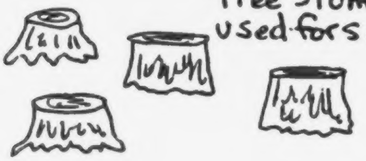


Tunnels to crawl through - made from round +/or square stationary concrete pipe, barrels or a row of tires on edge set in sand or earth.



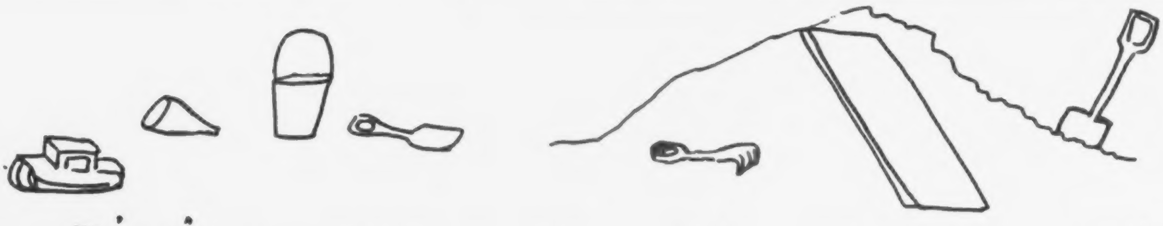
Outdoor play housekeeping furniture - made from wood crates or discarded furniture.





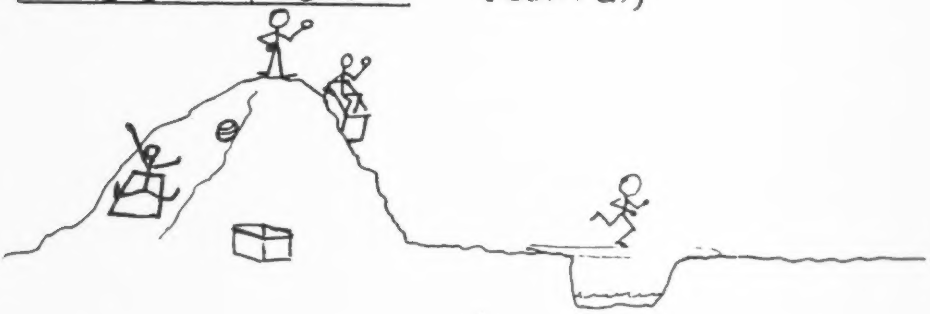
Tree Stumps may also be used for small tables & chairs. Good for quiet activities such as books, games, art, or a tea party.

Stepping stones - made from large rocks or tree stumps placed in interesting patterns - may be painted bright colors.

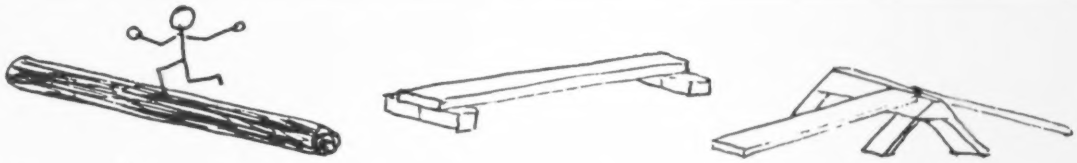


Digging space - any soft ground, sand pile or sawdust pit Add buckets, spades, funnels, boards, watering cans, etc. Also trucks & tractors.

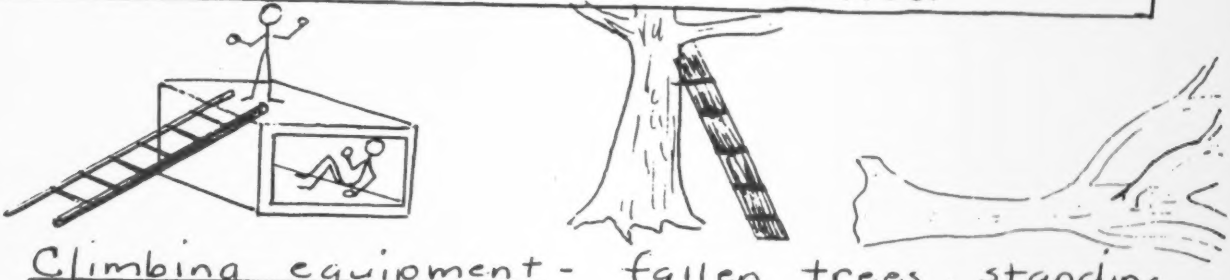
SUGGESTIONS: (Cont'd.)



Man-made hills - made to form interesting land contours for climbing. sliding down on a cardboard carton, imaginative play. rolling things down, creating jumping pits, etc.

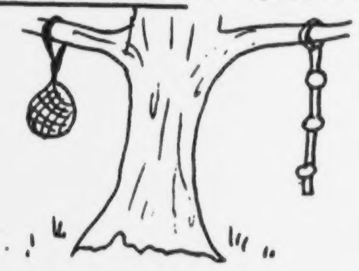


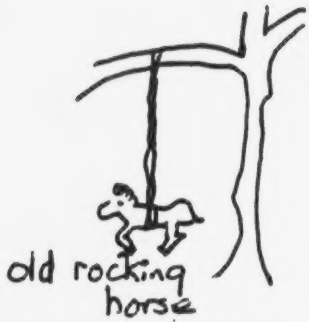
Balancing equipment - discarded telephone pole makes excellent balancing beam; boards (4" to 12" wide) raised on bricks or concrete blocks, sawhorses or wooden crates.



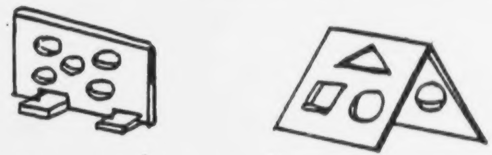
Climbing equipment - fallen trees, standing trees, a sturdy packing box with a ladder up to it, ladders are very useful. (Make your own ladders by nailing wooden cleats (cross pieces) to a board.)

SUGGESTIONS : (cont'd)

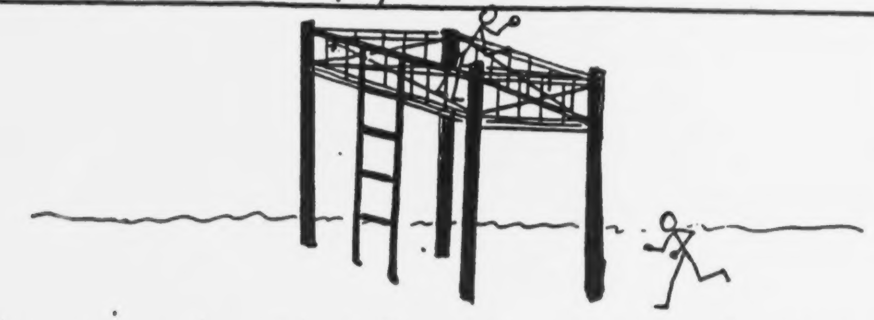




__From a tree__ - suspend a mesh onion bag for punching (stuffed with rags), or a thick knotted rope tied to a limb for climbing.

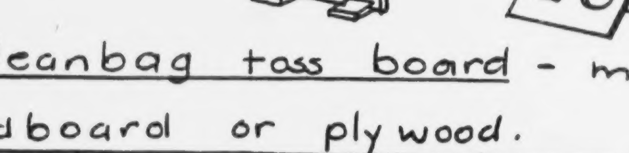


__Beanbag toss board__ - made of heavy cardboard or plywood.



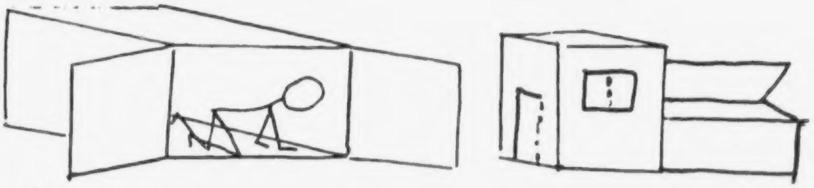
__A raised platform or treehouse__ - children sometimes like to tower over the grown-up world.

Notes __Also__: Good for quiet outdo activities, ie, books games, etc.

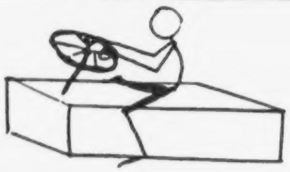


__Cable Wheels__ - (from telephone + electric companies) great for tables, chairs, carpentry bench, climbing, rolling, balancing. Also, empty nail kegs, large drums.

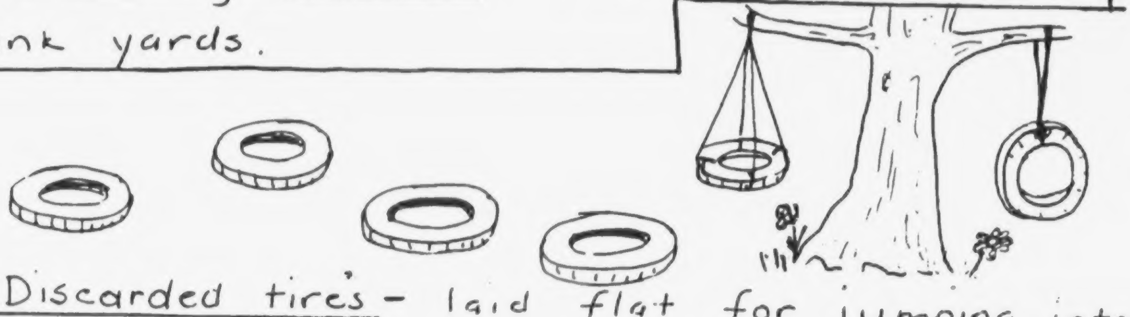
SUGGESTIONS: (cont'd.)



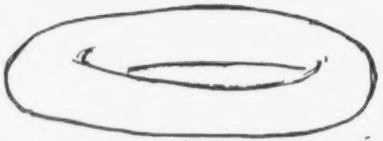
Large cardboard cartons - to make things out of or just play in.



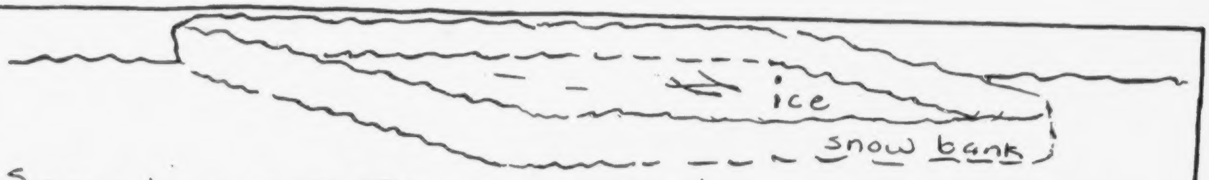
Steering wheels - from automobile junk yards.



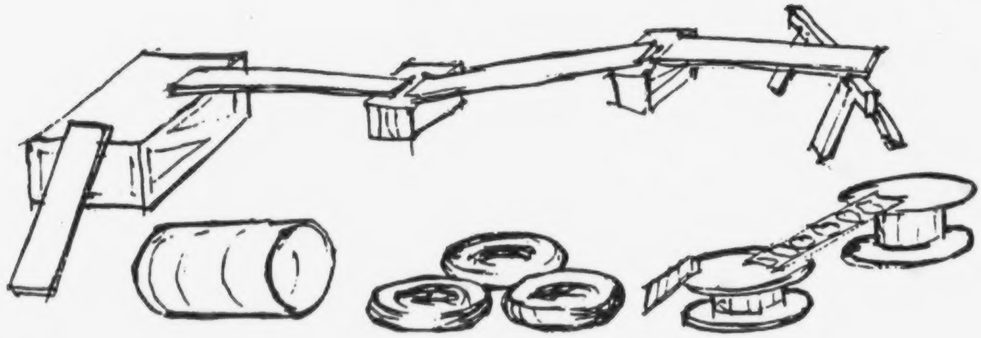
Discarded tires - laid flat for jumping into, onto and out of. Also hung from trees to swing in.
for balancing
for chasing after



Truck innertube - it rolls, it spins, it makes a bouncy bench. It's a trampoline, a drum. You can hug it!

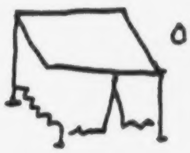


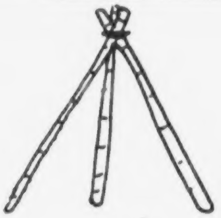
Snow time activity —— help children build a snow-bank enclosure several inches high and fill with water - great ice rink for sliding and skating when the water freezes.

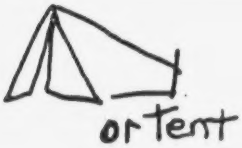


Up and Down
Over and Under
In and Out

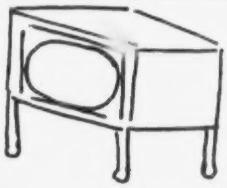
Surprise the children with new arrangements.
Let them surprise you!







Indian Teepee - bamboo poles (from rug company) tied together at top, add blanket to make a "hide-out."



Empty TV console - for all types of dramatics: puppet show, movies, TV commercials, etc.

A Health Note: Creative playground materials increase interest in spending longer periods outdoors — all year 'round!

Sound-making materials

garbage can lid - a gong

tin cans - drums

sealed containers filled with pebbles - shakers

Dress-Up Costumes for role-playing - adults clothing, all kinds of accessories including cameras, binoculars, clocks, leis, fans, old suitcase, large paper bags, discarded curtains for costume-creating, etc.

Be On the Look-Out for:

A discarded small car chassis - remove battery and doors, check for any potentially dangerous parts.

A used rowboat for a pretend voyage.

Riding saddle - nail to a barrel or sawhorse.

Plumber's piping - to take apart, screw together. Fun to attach to a water supply.

Parachute or Sheet - for a tent, or may be waved up and down by holding edges while children run under, or toss leaves in it.

To add to imaginative play - discarded generators, spark plugs, motor parts, old hubcaps.

Gardening tools for spring and summer, Shrub rakes for autumn leaves.

Winter snow play - snow shovels, containers, mallets for cracking iced puddles. Save crab mallets for this.

Summer water play - hose, sprinkler, plastic tub, utensils for discovery such as funnels, containers, basters, old paint brushes, sponges, water pump, soap suds, etc.

Construction materials - odds and ends of safe lumber to build with. When adequately supervised add carpentry tools, nails. Large blocks may be made by cutting up 2 x 4's into unit sizes.

Hoses - as props for dramatic play.

Cargo nets and twisted ropes - for use as climbers (from surplus stores or harbor facilities.)

Plastic garbage cans - for use as catch-all for equipment; and as storage container for clay.

Tire Pumps - good exercise!

Railroad ties - for defining areas, balance beams, climbing and jumping constructions.

Improvised shade - umbrella, awning attached to building, arbor or sun shelter - attached or free standing - (covered with slats or snow fencing), overhanging eaves.

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Handout #2

PLAY IN HANDICAPPED CHILDREN

based on an interview with Dr. Sally Rogers

The so-called "facts" about handicapped children's play have changed dramatically in the last five to ten years. When people first started to study handicapped children's play, observers believed that play developed quite slowly in these children and that it was simple and repetitive. But these claims grew out of the type of handicapped children these early researchers studied. Handicapped children who grew up in institutions with many other children, had very little adult contact, and few opportunities to play were compared with normal children who came from small, middle class families, had preschool experience, and were encouraged to play.

That kind of research is at last being corrected. For example, Dante Cichetti and his co-workers at Harvard recently completed a careful study of Downs Syndrome children. When they matched the children for their mental ages and socioeconomic backgrounds, it turned out that the Downs children played in very much the same way that their non-handicapped peers did. The point is that when the environment is rich and the adults take time and show interest, many handicapped children will show exactly the same sequence and richness of play behaviors.

However, we now have enough experience and research to say that play does not develop as quickly or easily in some handicapped children. For example, blind and autistic children develop differently in play. Because of their particular handicaps, both of these groups demand special help in learning to play, in a way that other children don't.

PLAY IN BLIND CHILDREN

Even before I began working with blind children, Selma Fraiberg had studied their play as a part of her research. She found that blind children are slower to develop in pretense play. Particularly, she noticed that the children she observed were slow to pretend with dolls or to play at transforming one object into another, even when the blind children's thinking skills were keeping pace with their sighted peers. Fraiberg believed that blind children were slow to develop make-believe play because they were unable to see enough about other people or objects to pretend with them.

WHEN THE ENVIRONMENT IS RICH AND THE ADULTS TAKE TIME AND SHOW INTEREST, MANY HANDICAPPED CHILDREN WILL SHOW EXACTLY THE SAME SEQUENCE AND RICHNESS OF PLAY BEHAVIORS.

In our research and our work at the preschool, we've also found that blind children don't spontaneously begin to pretend in the way that sighted one-and-a-half-year olds do. When we interview parents of blind children who are cognitively ready to make-believe, they say, "Oh, no, she never pretends." But we have found that you don't wait for the child to begin pretending; blind children will pick up on pretending--if teachers and parents model that kind of play for them. Having the ability to pretend is important. It makes a blind child able to play on her developmental level with other children. It also keeps parents assured that their blind child is developing well.

However, you have to remember two things: First, a blind child is going to be learning to make-believe with her hands and ears. If you are going to teach a blind child about turning a box into a bathtub, you have to talk about what you are doing. You have to let the child feel the box; you have to let the child in on the transformation by the way you put the doll in the box or the way you use your voice.

The second thing you have to realize is that blind children learn by feeling--but sighted children may not understand or like being touched. As the teacher in that situation, you have to be willing and available to be touched. Your example is extremely important, not just for the blind child but as an example to sighted children in your classroom.

PLAY IN AUTISTIC CHILDREN

Autistic children have great difficulty with play because they have a hard time with flexibility and variety. They need an interested adult to introduce novelty and to help them notice and build on it, rather than ignore it. For instance, one of the three-year olds in our classroom likes to make dots with the tip of a paint brush. In a couple of months he has made hundreds of pages filled with dots. He could go on forever making dots, unless an adult he knows and trusts tries to break through his own repetitious approach to playing with paints.

Over the last years, we've learned that there are maybe three crucial ingredients in changing the play of young autistic children. First, you have to get close to the child. The child has to know you as a source of care, interest, and success. So, ingredient number one is this combination of trust and shared interest.

THE KEY ALWAYS IS TO BUILD ON, NOT TO BLOCK, WHAT CHILDREN CAN DO ALREADY.

The second ingredient is mirroring. Take the child who is making dots: The teacher takes a paint brush and begins making dots too. Once she has the child's attention, the teacher does something slightly different--maybe, she pulls the dot out into a long horizontal stroke. With autistic children a teacher often has to take their hands and move them through the new motions. They don't use imitation easily as a way of learning spontaneously. But the idea here is that you take what the child will do and build on it. At The Playschool we never block the child's own actions--prevent him from making more dots--we build from what is there.

The third ingredient is expanding. Because autistic children absorb novelty very slowly, we work gradually. We either keep varying their use of the same material or we help them to use familiar actions on new materials. So with the child who is painting dots, we might show him a horizontal stroke, then a vertical stripe, finally a scribble--but only one at a time. Or, we can take that dotting and get him to use it on clay by sticking his fingers into it; then later we can substitute a cookie cutter.

These same strategies work with other groups of handicapped children--for instance, Downs Syndrome children. In fact, they work much more rapidly and smoothly. The key always is to build on, not to block, what children can do already.

BASIC RESPECT FOR THE LEARNING OF THE HANDICAPPED CHILD IS WHAT YOU ARE AFTER.

I think that teachers can play an important role in the development of play skills in handicapped children. Lois Murphy wrote very well about this process when she described the way that children and parents play. Say that a baby is playing at tossing a rattle away. The parent acts like a kind of stage manager and puts the rattle back so the baby can toss it again. When the parent replaces it, he does it dramatically--laughs, says, "Bang." This keeps the baby's attention riveted on the rattle, and the game can go on. It's a big charade; the game would fall apart if the parent weren't managing it. But the charade is very powerful. Three things happen: the parent sees the baby as capable and interesting, the baby wins a sense of mastery and trust in the ways objects and people work, the relationship is fueled. Through play, teachers can provide the same feelings to children, even difficult-to-reach autistic children.

People also provide models for children. Most children learn huge amounts of what they know by watching other people. That's the way they learn language; that's the way they discover the possibility of pretending. You just don't stumble on that by yourself. You see someone else pretending to cook; they are enjoying it; they let you see what they are doing; you try; they let you know about your mistakes; soon you know how. Other people provide models for attitudes, too. You see that adults treat pretending as important and interesting, and you learn to respect it in yourself and in other children. You see a teacher mirroring and expanding with an autistic peer, or letting a blind child feel the plastic eggs in a cooking bowl, and you absorb ideas about playing with those children.

Children also learn about the content of play from children. Suppose one child, who is pretending to be the father, says, "Now I'll cook dinner." The child who is playing the mother says, "No, you go out and mow the lawn." We may not like the stereotypes in that bit of play--we can want to change what's behind it--but the children have learned some social rules and a basic script for playing house with other children. Without those rules, they would be cut out, at a loss, or isolated.

MAINSTREAMING AND PLAY

When you have both handicapped and non-handicapped children together in a classroom, one of the most important things a teacher must understand is not to devalue the child with the simpler kind of play. I sometimes hear, "Oh, she is only interested in pouring and dumping, what can I do to get her to move on?" It is absolutely crucial to give as much attention to that pouring and dumping as possible: Find new containers and new materials to pour. That pouring and dumping is as important to that child's development as providing materials for the child with the wildest, most advanced imagination. Until that child has exhausted her interest in pouring and dumping, you can't really move her on.

In terms of the classroom, you have to prevent segregation. Just because that child pours and dumps, there is no reason to let her be isolated from children who want to build cities and towns. It takes thought and planning, but you must design your materials thoughtfully enough so that they permit children with a wide range of abilities to play together. Sand is a good example. The three-year old Downs child who likes filling and emptying containers can be the one who makes the hills. Other children can make roads and run the cars and people.

Conflicts sometimes flare up. But the basic message has to be respect. Teachers can offer the model for that respect. For example, if a handicapped child is dumping sand where other children are trying to make a town, the teacher could transform the problem from a mistake to a possibility. She might say, "Oh, there's sand for more hills. Where do you want more hills?" She can involve the other children in making positive use of the skills and interests of the handicapped child. In more structured activities--say making bead patterns--while the other children invent patterns and put them on strings, a child who is at a different level might be able to work with the same materials.

For example, that child could have a box of mixed beads and could separate them by color. Basic respect for the learning of the handicapped child is what you are after. That's what mainstreaming is all about.

Dr. Sally J. Rogers is assistant professor of psychiatry at the University of Colorado Health Sciences Center at the School of Medicine. She is on the staff of the Rocky Mountain Child Development Center where she directs The Playschool, a preschool program for autistic and severely emotionally or behaviorally handicapped children. For a number of years Dr. Rogers has been conducting long-term studies of cognitive and emotional development in handicapped children.

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PLANNING PROCESS

1. How we will document our plans (review classroom planning form)

2. How we will plan for adequate outdoor time (review/revise schedule)

3. How we will assign supervision tasks

   - specific areas

   - special projects

4. How we will plan to observe and record specific children's progress with specific skills

5. How we will provide for teaching skills such as ball skills, gardening skills, woodworking skills

6. How we will assure regular health and safety checks on play yard, equipment and materials

7. How we will develop/revise and implement reasonable safety rules for children outdoors

PLAYGROUND SAFETY

Handout #4

by Steen Esbensen

SLIDES

Slides can be designed safely to enable children to slide from great heights, alone or together with other children. The type of sliding experience desired will have consequences for the design and construction specifications. The following recommendations apply generally to all forms of slides.

Slides should:

- have a debarkation platform which is enclosed so that it is virtually impossible for a child to fall down;
- provide a side-screen which extends outward from the debarkation platform;
- provide side-screening on the slide (about 3-6 inches high) to prevent children from rolling off the slide;
- always have a run-off lip at the base to create a smooth stop without a suddden impact to the feet or back;
- have a support plate to the run-off lip which is wrapped underneath the sheeting, thus eliminating sharp edges or joints from the slide;
- be made of single pieces of stainless steel sheets as much as possible -- longer slides should be carefully constructed so that there are no chances of metal cuts to children;
- have no metal bolts or other sharp construction braces visible on the sliding surface or inside the side-screens;
- never be positioned in an open area with a southern exposure;
- have a barrier to encourage sitting on the slide rather than walking or running down;
- have a slope which will provide speed without endangering the child;
- be embedded in a 40-degree embankment which has a peak large enough to accomodate several children at once
- have a safety zone, on the average of 10 ft x 20 ft with 6 feet out front of the debarkation lip;
- not descend in a direction where children are at play.

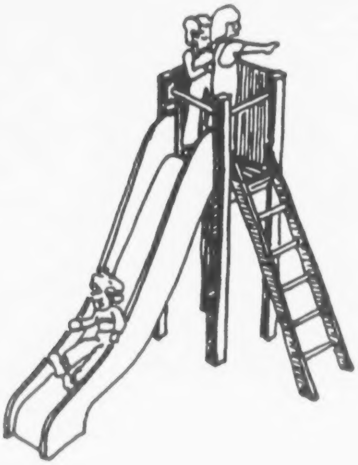
Access to slides or climbing structures should:

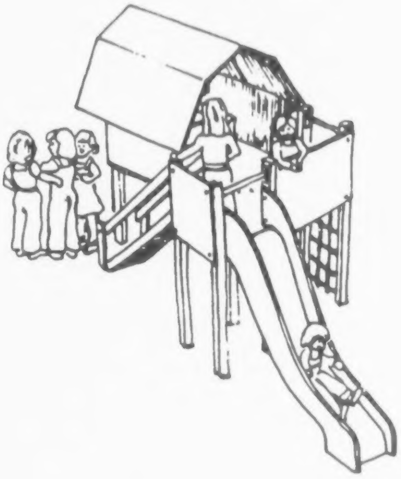
- be varied and challenge the child to concentrate on the activity of climbing;
- be safe so that the child will have a good balance and grip as he/she climbs up or down;
- provide arms and legs with coordinated movement to challenge the whole body;
- avoid the use of only simple stairs which do little to challenge the motor

integration and coordination skills of the child;

- bring the child to a resting (transition) space which is safe and relaxing before undertaking the next adventure;
- be free of protruding nuts or bolts;
- have rungs which are about 1 foot apart to allow easy grasp;
- be firm so as to avoid unpredictable jerky movements while climbing;
- place ladders at an angle for heights greater than 4 feet off a soft surface.
- be firm to prevent fingers from becoming pinched in between a rung and a a platform (or a rope and a platform).

In the event that rope climbing nets (or suspension nets) are used, they must be firmly connected and avoid the use of connections which can cut a child.

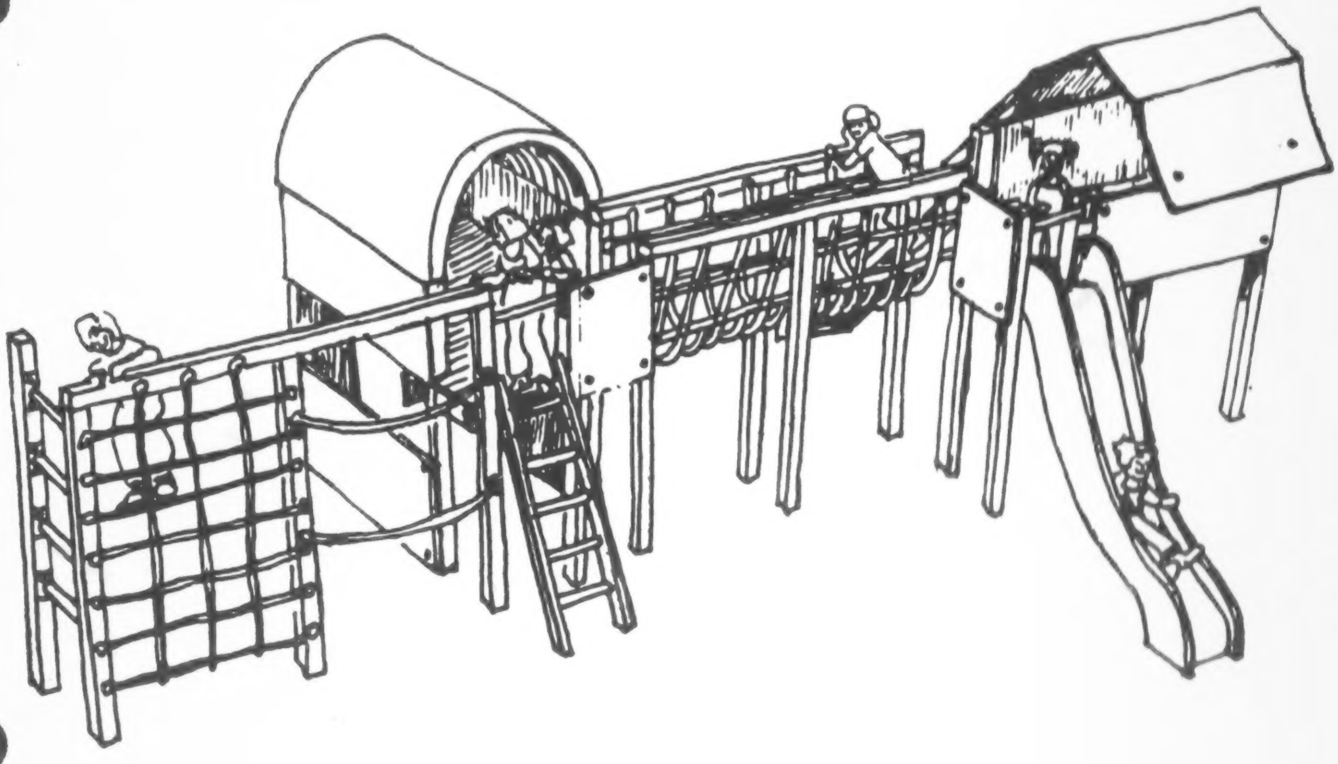




CLIMBING STRUCTURES

Climbing structures which are designed to meet children's desire to attain height should always be placed over sand to soften falls in the case of accidents. Careful design and construction will minimize chances of falls, as well as the frequency of such accidental falls; therefore structures should:

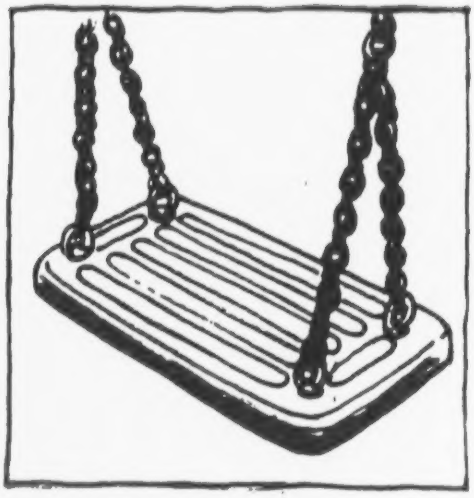
- Be enclosed with at least 31 inches high protective siding;
- Have either a solid siding or vertical boards which make climbing on the siding impossible;
- Never have horizontal bars which allow children to climb higher than the planned height;
- Be thoughtfully designed so that imcompatible activities are avoided;
- Not place a slide and ladder parallel to each other as such placement will encourage children to jump onto the slide from the ladder;
- Not place a horizontal ladder above or adjacent to a slide as such equipment will allow children to swing their feet down into the body of a sliding child.
- Have safe and scaled ways of getting from one part of the structure to another.
- Avoid having open platforms adjacent to a swing;
- Be free of protruding metal parts, nuts, bolts and nails;
- Have a soft surface, i.e., sand underneath the swings.

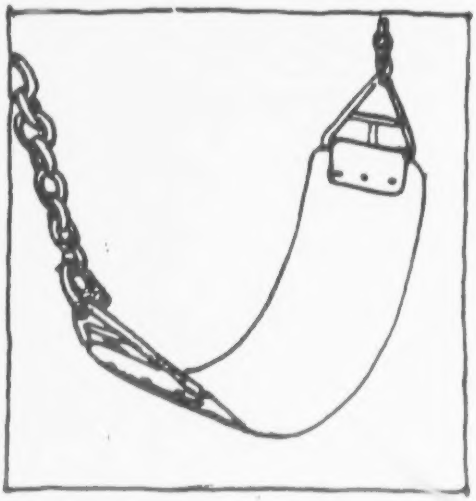


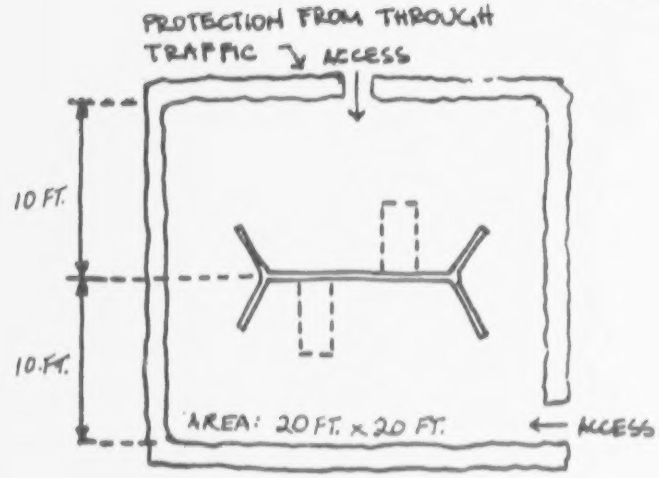
SWINGS

Swings have undergone a tremendous evolution during the last two decades. The wooden swing seats, so popular on backyard trees a decade ago, are now replaced by absorbent rubber tires, plastic or strap seats. Whatever, the hardware used to make swings is not the only consideration which helps to make a swing set safe. The framing and surrounding play components have a direct influence on the quality of the experience children have while swinging. The following criteria applies to the swing set and its surrounding area. Swings should:

- Be located in an areas where the danger of being hit is minimized, surrounded by at least 10 ft. of clearance in every direction.
- Be enclosed by a hedge or low fence to prevent small children from running into the path of a moving swing.






PROTECTION FROM THROUGH TRAFFIC
ACCESS
10 FT.
10 FT.
AREA: 20 FT. x 20 FT.
ACCESS

SAND

Essentially there are two kinds of sand recommended for use in playgrounds; sand for sandboxes or sand areas, and impact sand which is used under climbing equipment, swings and similar equipment from which there is a possibility of falling.

Sandbox sand

In a sandbox or similarly designated sand area, children use the sand to make forms, tunnels, roads and whatever else their imagination dictates. Sand selected for this area must hold together when molded so as not to frustrate the children at play.

The sand should:

- Pack well when moist, so as to maintain the shapes made by the children;
- Be a balanced mixture of particle sizes, ranging from coarse sand (Preferably not more than .06 inches to very fine sand)
- Be like seaside sand or a well-washed sand of the above mixtures;
- Be clean; it should be free of dirt, clay, silt,oxides or iron or other contaminants.

A good depth of the sand in the sand area is between 15 and 18 inches.

The following procedure is recommended prior to accepting delivery of sand. Take a white cloth and place a sample of the sand in the cloth to see if the damp sand stains or discolours the cloth. Discoloration or stain on the cloth indicates that the sand has not been sufficiently washed and that clay or dirt is still too prevalent for it to be used as effective sandbox sand.

Pay particular attention to the presence of any sharp materials such as artificially crushed stone. Such materials can cause cuts and minor skin irritations and could be potentially dangerous to the eyes.

Maintenance

Sandbox or sand-play area:

The sand in the sandbox should be raked over regularly to remove all surface debris. Special care should be taken to remove broken glass, plastic and rusty cans, along with fecal matter from animals.

IMPACT SAND

Impact sand is used under climbing equipment, swings and similar equipment from which there is a possibly of falling. The primary purpose of this sand is to cushion and absorb a fall. It must therefore be sand which does not pack together to become a hard surface. The quality of the sand is essentially the opposite of sandbox sand. Wind-blown sand such as found in sand dunes is an excellent example of impact sand. It consists of rounded particles of uniform size which move easily against each other, and thus give when hit by an object or a child.

Dune sand does have one very apparent disadvantage, in that when dry, it will blow around with the wind. This problem can be overcome when the area where it is used is enclosed by a hedge or similar windscreen device.

In reality, dune sand is also very difficult to obtain; it is therefore recommended that larger particle sand of .06-.01 inches be used, providing the particles are not too abrasive so as to cause damage to the child's skin.

Another alternative to consider for impact purposes is small gravel or finely crushed rock (again check for abrasion and compacting hazards). Whichever sand or particle material you decide to use as impact surface, be sure to provide a depth of approximately 1 foot to provide sufficient absorption.

Maintenance of impact sand:

This consists essentially of common sense. Keep the impact sand free of dirt, broken glass, weeds and debris. Turn the sand regularly with a pitch fork, especially in heavily used areas where sand tends to become compressed and as hard as asphalt.

The preceding information on playground safety as regards slides, climbing structures, swings and sand was excerpted from a publication entitled "Hidden Hazards on Playgrounds for Young Children" by Steen Esbensen, Professor of Early Childhood Education at the University of Quebec and published by Authority of the Minister of National Health and Welfare Social Service Programs Branch, Canada, 1984

Handout #5

Playground Improvement Rating Scale

Program ______________________________

Number of children ______________ Date ______________

Ages of children ______________ Rater ______________

Number of staff ______________

Score each item: **3**—outdoor play area meets this goal very well
2—outdoor play area needs to be improved to meet this goal
1—little or no evidence that outdoor play area meets this goal

(*Examples* of items to look for are listed in parentheses.)

Activities and equipment

Range of activities

______ 1. The equipment provides appropriate and stimulating levels of difficulty for all the age groups served. (infants, toddlers, preschool children, school-age children)

______ 2. A variety of equipment is provided to stimulate different types of physical activity. (balls, balance beams, wheel toys, swings, climbing equipment, jump ropes, ladders, planks)

______ 3. Some of the equipment and materials invite cooperative play. (outdoor blocks, rocking boat, dramatic play props)

______ 4. Creative materials are readily available for children. (clay, carpentry, paints, water, and sand)

______ 5. Some of the equipment is flexible so that it can be combined in different ways by the children with adult help if necessary. (planks, climbing boxes, ladders)

______ 6. The climbing equipment incorporates a variety of spatial relationships. (through tunnels, up or down ramps, over or under platforms)

______ 7. There is a suitable place for gardening. (window box, tubs with soil, garden plot)

______ 8. There are enough options for the children to choose from without unreasonable competition or waiting.

Safety and health

______ 9. The equipment is substantially constructed. (anchored climbing structures and swing frames)

______ 10. Cushioning is provided under swings and climbing apparatus. (loose sand or tanbark at least 1 foot deep within a containing edgeboard, rubber padding)

______ 11. Swing seats are made of pliable material.

______ 12. Swings are separated from areas where children run or ride wheel toys.

______ 13. Protective railings prevent children from falling from high equipment.

______ 14. Equipment is well maintained. (no protruding nails, splinters, flaking paint, broken parts, frayed ropes)

______ 15. The play area is routinely checked and maintained. (trash picked up, grass mowed, good drainage)

______ 16. The health hazards from animal contamination are minimized. (sand box covers, fences, children wash hands after playing outdoors)

Organization of play area

______ 17. The play area is well defined. (fence that cannot be climbed)

______ 18. There are clear pathways and enough space between areas so that traffic flows well and equipment does not obstruct the movement of children.

YOUNG CHILDREN • MARCH 1985

______ 19. Space and equipment are organized so that children are readily visible and easily supervised by teachers.
______ 20. Different types of activity areas are separated. (tricycle paths separate from swings, sand box separate from climbing area)
______ 21. Open space is available for active play.
______ 22. Some space encourages quiet, thoughtful play. (grassy area near trees, sandbox away from traffic)
______ 23. Blocks and props can be set up outdoors for dramatic play.
______ 24. Art activities can be set up outdoors.
______ 25. The area is easily accessible from the classroom.
______ 26. The area is readily accessible to the restrooms.
______ 27. A drinking fountain is available.
______ 28. Accessible and sufficient storage is provided.
______ 29. A portion of the play area is covered for use in wet weather.
______ 30. An adequate area is sunny in cold weather.
______ 31. An adequate area of shade is provided in hot weather.

Variety of play surfaces

______ 32. A hard surface is available to ride wheel toys, play group games, or dance.
______ 33. Soil, sand, and water are available for digging and mud play.
______ 34. A grassy or carpeted area is provided.
______ 35. Good drainage keeps all surfaces usable.

Surrounding environment

______ 36. The fence creates an effective screen for the playground by blocking out unpleasant or by admitting pleasant aspects of the surrounding environment. It protects children from intrusion by passers-by.
______ 37. The setting visible from the play area is pleasant.
______ 38. The location is relatively quiet. (little noise from railroads, traffic, factories)

Supervision and use of play area

______ 39. A sufficient number of adults supervise the children during outdoor play.
______ 40. Responsibility for specific areas is assigned to staff to assure that the entire playground is well supervised.
______ 41. Teachers focus their attention on and interact with the children to enhance learning and maintain safety. (adults do not talk together at length or sit passively when supervising children)
______ 42. Children are guided to use the equipment appropriately. (climb on ladders instead of tables)
______ 43. The daily schedule includes morning and afternoon active play periods for all age groups, either outdoors or in suitably equipped indoor areas.
______ 44. The schedule for use of the play area minimizes overlap of age groups to avoid conflicts, overcrowding, and undue competition for materials.
______ 45. Special activities are planned for and set up in the outdoor area daily. (games, painting)
______ 46. Teachers add to or rearrange large equipment at least every six months. (spools, crates, tunnels)
______ 47. Teachers encourage and assist children in rearranging small flexible equipment. (ladders, planks, boxes)
______ 48. Most of the children are constructively involved with the equipment and activities in the playground.
______ 49. Children help clean up the area and put away equipment.

______ **Total score**

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Handout #6

USING THE OUTDOORS AS A LEARNING ENVIRONMENT

IMPROVEMENT PLAN

Center

Staff Planner(s)

Date

Objective	Strategies	Person(s) Responsible	Completion Date	Cost

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Classroom Planning

by Nancy Mallory

CLASSROOM PLANNING

OVERVIEW

This workshop is intended for education component staff including classroom volunteers, Education Advisory Board members and other interested parents. The inclusion of other component staff for the first section (1 hour and 10 minutes) would be helpful for coordinating inter-component planning. These staff members could then leave at the break.

Training techniques include short lectures, small group tasks, discussion and the use and analysis of sample planning forms.

In reviewing this module, it will be necessary to alternatively reference the following sections:

Procedures, pp. 3-7
Topics and Key Concepts, pp. 8-14
Handouts, pp. 15-18

Additional Resources for Classroom Planning are listed on page 19, 20, and 21.

The session will require a minimum of four and a half hours. If participants are to experiment thoroughly with the sample planning forms, additional time will be needed. It may be desirable to conduct this training in two sessions; Session I - Foundations of Classroom Planning and Component Coordination for Classroom Planning, and Session II - Teaching Team Plans - Using and Analyzing Forms.

LEARNING OBJECTIVES

- To identify the foundation documents and component coordination essential to quality classroom planning.
- To define the teaching team's planning instruments which contribute to quality classroom planning.
- To provide an opportunity to experiment with planning forms which can be used in their entirety or in revising current program forms.

AGENDA

Introduction

Foundations of Classroom Planning

Component Coordination for Classroom Planning

Teaching Team Plans

Using and Analyzing Forms

Summary and Evaluation

MATERIALS

Flip Chart, Pens and Tape
Copies for each participant of:

- Learning Objectives
- Agenda
- Handouts
- Evaluation Forms

Have copies of performance standards, program philosophy, education plan and curriculum available for small group use.

PREPARATION

Request that participants bring:

- a copy of their schedule
- information on individual children to use in planning (I.P.s if complete)
- curriculum resource materials they use when planning

PROCEDURES

Approximate Time	Activities
15 Minutes	INTRODUCTION Review Agenda and Learning Objectives Ask how many originally learned to do "Lesson Plans" for older children in format of: objectives materials procedures. Comment that this is an important part of Classroom Planning but today's review will take a broad perspective. See Key Concepts, p. 8, for purposes of Classroom Planning.
15 Minutes	FOUNDATIONS OF CLASSROOM PLANNING Lecture Review Key Concepts, pp. 8 and 9. Read sample program philosophy (Handout #1) as philosophy is reviewed. Use your local program philosophy as an additional or replacement handout.
20 Minutes	COMPONENT COORDINATION FOR CLASSROOM PLANNING Small Group Task In small groups (4-6 people per group) ask participants to list, on a flip chart, the reasons why Education component staff (Education Coordinator and/or Teaching Teams) need to coordinate their planning with each of the following:

Approximate Time	Activities
	Administrative Staff Parent Involvement/Social Services Staff Volunteer Coordinator Health Staff Dental Health Staff Mental Health Staff Nutrition Coordinator Handicap Coordinator Post the preceding list on a flip chart page or put on blackboard for participant reference.
20 Minutes	Receive reports from each small group and display them where all can see. See Key Concepts, pp. 9-11. Summarize reports to assure inclusion of all issues crucial to your program.
15 Minutes	BREAK
20 Minutes	TEACHING TEAM PLANS Lecture See Key Concepts, pp. 11 & 12, and review with participants the definitions on Handout #2: Room Arrangement Schedule Time Line Long-Term Plan Weekly/Daily Plans Individualized Plans Lesson Plans/Learning Episodes (Participants will actually work with forms for Long-Term, Individual and Weekly/Daily planning later in the workshop. This lecture is only intended to introduce and define the various segments of the teaching teams' plans.)
15 Minutes	BREAK

Approximate Time

Activity

USING AND ANALYZING FORMS

Place copies of the Performance Standards, your program's Philosophy, Education Plan and Curriculum in strategic places of the room and let participants know these are available to them for reference.

15 Minutes

SCHEDULES

Quickly review the Key Concepts on p. 12. Then ask teaching teams to analyze the schedule they brought with them using Handout #3. (If a schedule was forgotten or if there are non teaching team participants, they can analyze the sample schedule in Handout #2) Using the schedule in Handout #2, demonstrate how to use Handout #3.

For example:
Arrival/Quiet Activities 8:30 - 9:30 would chart as follows:

			SCHEDULED TIME - in minutes						
Active	Quiet	Individual	Group	Staff Directed	Child Initiated	Structured	Free	Indoors	Outdoors
	30	30			30		30	30	

15 Minutes

Solicit reports from the teams asking:

- o What did you learn?
- o Do you plan to make changes?
- o If so, what kind?

15 Minutes

INDIVIDUALIZED PLAN (IP)

Review Key Concepts, p. 12.

Using Handout #4, ask teaching teams or individuals who are not teaching team members to fill out the plan for a child they know well. Teaching teams will use the information they brought with them.

Approximate Time	Activities
10 Minutes	Solicit reports and discussion from the participants. Ask: • What did you learn? • Did the form work? • How would you try to implement Home Activities? • How often would you plan to review/evaluate progress?
15 Minutes	LONG-TERM PLANS Review Key Concepts on p. 13. Then, using Handout, #5, ask participants to begin their next month-long plan by filling in at least two items in each box. If they have more time, request that they fill it out fully thinking of the theme, their enrolled children and the Foundation Documents: Performance Standards Philosophy Education Plan Curriculum
15 Minutes	REPORTS/DISCUSSIONS. Ask: • How fully were you able to complete it? • What parts seemed most useful? • What parts seemed least useful? • When and how would you plan to complete a long-term plan?
20 Minutes	WEEKLY/DAILY PLANS Review Handout #6 with participants using the Key Concepts, pp. 13 & 14. Ask participants to fill out the form using their long-term plan and individualized plan. Request that they complete at least one full day and then as much of the rest as time allows.

Approximate Time	Activity
15 Minutes	REPORTS/DISCUSSION. Ask: • What parts did you find easiest? Why? • What parts were most difficult? Why? • Have you noted who is responsible for each part of the plan? • Was the Long-Term Plan useful? • Were you able to incorporate the Individualized Plan?
15 Minutes	SUMMARY AND EVALUATION Reread aloud each learning objective of the workshop. After each one, solicit participants' input as to what they considered most important under that objective. Clarify expectations regarding: using the forms or adapting current ones. Provide evaluation forms for participants, allowing them to comment on the content and the process of the workshop presentation.

Topic	Key Concepts
INTRODUCTION to the workshop CLASSROOM PLANNING PURPOSES	Classroom planning and specific staff assignments provide for: • complying with program standards; • reaching program goals; • an orderly program; • a well supervised environment; • continuity in children's learning.
FOUNDATIONS OF CLASSROOM PLANNING	The basic documents (foundations) of preschool classroom planning are: • The program performance standards; • The local written philosophy statement which identifies the educational values held by the program staff and parents; • The Education Plan and Curriculum which reflect the standards, the philosophy and the community's beliefs, life style, industry and geography. For example, local program plans will vary in order to accommodate what is appropriate in an urban environment, or a fishing community, or a migrant population or a long standing farm community. Each environment dictates the inclusion of different curriculum themes, toys, games, songs, books/stories, trips, foods and expectations from the parents and community. Teachers must also be aware of their personal philosophies and values as they plan. This awareness can be used advantageously both in planning what <ins>to</ins> do and what <ins>not</ins> to do within

Topic	Key Concepts
	the framework of program expectations.
COMPONENT COORDINATION FOR CLASSROOM PLANNING	Planning in other components needs to be coordinated with teaching teams--either directly or through the education coordinator because of the implications for classroom planning. Two examples follow: Administration--If the selected classroom space is to include several small rooms instead of one, staff deployment, schedules and planning for transitions will be very different from planning for one large classroom. Health--If children are scheduled for physical examinations, teaching teams will want to prepare the children for what they can expect. In addition, if a child is to be taken out for an appointment, the teaching team can use that information to assure that the child does not miss something planned specifically for her or him. The following are some issues that require coordination with appropriate component staff. _Administration_ Budget considerations affect: classroom and outdoor space classroom maintenance equipment purchase and maintenance materials supply study trip potential SAVI timing and procedures affect classroom routines. _Parent Involvement_ Teaching team roles need to be clear in regard to involvement with:

Topic

Key Concepts

center committee meetings
parent input to curriculum
parents as classroom volunteers
parent orientation to the classroom
parent training
parent newsletters
home visits done by other component staff

Volunteer Services in the Classroom

Who is in charge and who is available to help with:

recruitment,
orientation,
placement,
training,
recognition?

Health

If children are to be taken out of the classroom or Health staff plan to come into the classroom, the following require a coordinated effort--screening, physical examinations and dental appointments.

Curriculum input may be planned, e.g., correct toothbrushing demonstration or health study trip.

Resources may be identified by Health Staff, e.g., films, curriculum books or models.

If teaching teams are expected to fill out part of the child health record, this needs to be calendared at a mutually agreeable date.

Teaching teams' access to health records needs to be commonly understood as well as Health staff access to educational records.

Topic	Key Concepts
	Handicap Teaching teams need a clear understanding of their role in Referral, Assessment, Diagnosis, Individual Education Plan(s), Special Services, and how they can access necessary information about the specific handicapping conditions of the children they teach.
	Social Services The teaching team's referral responsibilities and procedures need to be clearly understood by both education and social services staff.
	Nutrition Nutrition staff support for Tasting/Cooking experiences and kitchen availability can be negotiated. Common understandings of food service procedures and responsibilities need to be established. Curriculum input may be planned, e.g., resources, demonstrations, materials, and study trip recommendations.
TEACHING TEAM PLANS	In addition to the basic documents and coordination needs are the specific plans which are done in the education component, primarily by teaching teams. Each of these plans incorporates adherence to performance standards, program philosophy, the Education Plan and the program curriculum. The planning is based on knowledge of the children. --General knowledge of the specific age group(s) and --Knowledge of individual children's needs and interests.

Topic	Key Concepts
Who Plans	Optimally, teachers, teacher aides and regularly involved volunteers plan and evaluate together with knowledge of other components' plans as provided for in coordination and component planning.
When	Arranging teaching team schedules to provide for a total of two to three hours of uninterrupted planning time, weekly, is crucial to providing a quality program. Doing it in less time will allow for less careful consideration of individual children's needs and interests and an appropriate match of activities and materials. In addition, a daily teaching team meeting to review how plans were implemented and how each child responded that day can provide for refinements in the next day's plan.
USING AND ANALYZING FORMS	
Schedules	Young children learn skills and pursue information by moving, talking, manipulating, exploring, discovering, pretending, making mistakes, tasting, feeling, smelling, listening and looking. They are ACTIVE learners needing large blocks of work/play time and regular outdoor time adjusted appropriately to the season. For example, two 15-minute periods might have to suffice on the coldest winter days while most of the program can be moved outdoors in the early Fall or late Spring.
Individualized Plans (I.P.)	Where children are developing normally and well it is important to expand on their interests and strengths. If children have specific needs, it is important to plan for these, but to avoid operating from a deficit model, we must also try to incorporate these children's strengths and interests in our planning.

Topic	Key Concepts
	(This workshop does not cover I.E.P.s as that is another complete workshop. See Resource List at end of this module.)
Long-Term Plans	In a long-term plan it is appropriate to list more ideas, activities and concepts than you can actually implement. Taking time to list many possibilities will make weekly/daily planning easier and will give you time to research trips, plan with parents, gather resources and develop materials to match children's interests and needs. If the boxes provided don't work, change the titles to meet perceived needs. This form could be posted and ideas noted on it as they occur instead of completing it at a single planning session.
Weekly/Daily Plans	The "Special Plans for Individual Children" boxes are intended for noting children to observe or assess. Appointments which take them away from the classroom could also be noted or a birthday. Staff initials will indicate who is responsible, here and throughout this form. The "Target Children" column refers to children you specifically wish to involve in a given activity because of their needs or interests identified in IP or I.E.P. objectives. The Manipulatives and Dramatic Play and/or Block Area columns refer to rotation of available materials as appropriate to meet children's needs and to accommodate theme concepts. Again, staff initials will identify who is responsible. Under Meal Times, names of helpers day by day will appear along with the topic for discussion. In deference to children's interests, any given topic may change but a plan is ready.

Topic	Key Concepts
	Art/Creative--This column will specify who is responsible for the easels, the play dough and available art supplies as well as special projects such as finger painting.
	Outdoors--Skill Development will indicate activities requiring special materials or supervision such as ball skills, jump rope, an obstacle course, follow the leader, a nature walk and active games. [DO NOT plan for competition. --Preschool Children's skills are just beginning to develop and they should not be put in the position of losing.] Under "Group Times," discussion topics and games should be named as should specific stories or fingerplays. If using small groups, topics may differ. The Music column should include specific information as well and include within each week, opportunity to sing, to move to music, to listen carefully and to play instruments. Dismissal can include reminders to staff such as--"Send Newsletters with Children" and/or a variety of ways to dismiss children--by color of clothes, by type of shoe closure, by color of hair, by one syllable names, and so forth.
	Careful planning does not imply that children lose their freedom to choose their own activities during free play. It does mean that appropriate opportunities and materials are provided for the enrolled children. Children can be exposed to specific teaching to meet assessed needs during free play or in more formal small group activities or one to one indoors or out as the opportunity presents itself.

BLAIR HEAD START PHILOSOPHY

The following statement of program philosophy represents a synthesis of ideas submitted by Blair Head Start teaching staff and the parents on the characteristics of an exemplary preschool program.

A quality preschool program works to develop children's cognitive, affective, psychomotor and social skills in preparation for their future education. In addition, it aims at the development of children's life coping skills. These include the ability to handle emotions and stress, the ability to maintain personal and physical security, and the ability to explore options and make decisions. It respects the uniqueness of each child and works to develop self-esteem in all children.

An exemplary program meets the needs of each individual child, maximizing his/her potential for growth. It offers children the opportunity to explore, experiment, create, question, socialize, meet different life situations, and apply all five senses to the task of learning.

A quality preschool program offers teachers the opportunity to explore various teaching methods and styles, to be creative, to be flexible, and to individualize instruction using a guided-discovery-type approach.

An exemplary preschool program evaluates students in a variety of ways. It employs a valid assessment instrument linked to the curriculum. It also employs checklist and observation formats for formative evaluation of skills targeted on IEP's. In addition, it encourages children to evaluate themselves.

Used with permission of the director of Blair County Head Start, Child Advocates of Blair County, Inc., 319 Sycamore Street, Altoona, PA 16603-0992.

Handout #2

TEACHING TEAM PLANS

ROOM ARRANGEMENT - This will vary with the program philosophy, the age of the children, the curriculum, the space, available equipment and materials, licensing requirements, and the time of year. Regular review will probably result in ongoing change. Children should be involved in problem solving and changes.

SCHEDULE - This should be posted and will almost always be the same. As children mature, changes may be appropriate. It provides a time frame for activities with appropriate balance of:

active and quiet times
individual and group times
staff directed and child initiated times
free and structured times--age appropriate
indoor and outdoor time--year round.

Sample Part Day Schedule

Arrival/Quiet Activ. 8:30 - 9:00	
Breakfast 9:00 - 9:30	Story Time/Music 11:00 - 11:15
Clear Tables, Bathroom Brush Teeth 9:30 - 9:40	Outdoor Play 11:15 - 12:00
Groups Time 9:40 - 9:50	Lunch Preparation 12:00 - 12:10
Free Play/Work Time 9:50 - 10:50	Lunch 12:10 - 12:45
Clean-Up 10:50 - 11:00	Clean-up/Departures 12:45 - 1:00

TIME LINE - This is a year long planning instrument which identifies due dates for accomplishing tasks in a coordinated and timely fashion.

Example

TEACHING TEAM TIME LINE

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Assessments Complete		X						X	
Assessments Charted			X						
Home Visits	X				X				X
I.E.P.s/I.P.s Complete			X						
Notes Written on Progress					X			X	X
Classroom Newsletters		X		X		X			X
Staffings (All Children) Include records review		X		X				X	

LONG-TERM PLANS - for a month or six weeks. They frequently include a theme, concepts to be taught, plans for groups with common interests or needs, special activities or materials, room arrangement changes and so forth. These plans need to be completed at least two (2) weeks before the onset of plan use.

If these plans include the use of special equipment or materials, coordination with other component staff (e.g., Health), office copying, time away from the center (e.g., Center Committee Meeting) or expenditure of funds, it would be appropriate to submit a copy to the supervisor to substantiate requests.

WEEKLY/DAILY PLANS - These plans are frequently submitted for supervisory review. They are posted for reference by the teaching team including volunteers. They are very specific. For example, they will specify the name of the story or book to be read on Monday and the initials of who is responsible. They specify exactly what will be done, where and who is in charge. If observations are being done on motor skills, the plan will specify on Tuesday--$\underbrace{\text{Jose, Maria}}_{\text{children}}/\underbrace{\text{Gross motor}}_{\text{checklist}}/\underbrace{\text{A.L.}}_{\text{staff initials}}$

If dental exams are in progress, the plan would indicate on Thursday, Leticia and Mimi/Dental appointment/9:40.

If three children are just learning to catch a ball, ball skills will be scheduled with staff initials and target children noted so they are specifically invited to take part.

INDIVIDUALIZED PLAN - This is a plan for each child in the room arrived at following: parent conference, assessments, observations and record reviews. Changes, additions and progress on the plan should be noted as appropriate--at least twice a year. These will be reviewed when developing Long-Term and Weekly/Daily Plans. In the case of a special needs child, an Individual Education Plan (IEP) will be in use, coordinated with the Handicap Services Coordinator and following the guidelines of the Handicap Services Component Plan in addition to the Education Component Plan.

LESSON PLAN/LEARNING EPISODE - This is a personal document for the staff member who plans to work with a specific child or small group of children relative to Individual Plans (I.P. or Individual Education Plan, IEP, objectives). This plan is usually organized in the traditional form of Objectives/Materials/Procedures and is most necessary when a staff member is doing an activity for the first time or two. To be most useful, it will include the exact language to be used in presenting an activity.

Handout #3

SCHEDULED TIME - IN MINUTES

Active	Quiet	Individual	Group	Staff Directed	Child Initiated	Structured	Free	Indoors	Outdoors
To									

PLANNED ADJUSTMENTS

New Totals									

Handout #4

INDIVIDUALIZED PLAN

Child's Name ______________________ **Birthdate** ____________ **Age** ____

Teacher's Name ______________________ **Date of Plan Development** ________

Strengths	Needs
Interests	Goals/Objectives
Planned Classroom Activities	Planned Home Activities

Evaluation:

Date of Evaluation ________

Handout #5

LONG TERM PLAN

THEME ______________________ **DURATION OF PLAN** ______________________ **CENTER** ______________________

Plans for Building Self Image	Concepts to Stress (Include nutrition, science, health and safety concepts along with theme related concepts)

Vocabulary Words	Books and Stories	Special Music	Displays
Labels			Home Activities
	Special Activites For Children	Study Trip(s) and Date(s)	
Dramatic Play Props			Special Activities With Parents and Date(s)

Handout #6

CENTER ____________ THEME ____________ TEACHERS ____________ WEEK OF ____________

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Special Plans for Individual Children appt's/assessments/ observations						Target Children -specific activities to meet IEP or IP objectives
Manipulatives						
Meal Times ● Helpers ● Discussion						
Art/Creative						
Outdoors ● Skill Development						
Dramatic Play and/or Blocks Area						
Group Times ● Discussion ● Games						
● Story ● Fingerplays						
● Music Weekly - Listen, Sing, Instruments, Movement						
Dismissal						

ADDITIONAL RESOURCES FOR CLASSROOM PLANNING

Training Manuals for Local Head Start Staff

Part I Training Modules-Judith L. Pokorni
Individualizing Preschool Activities
Observation and Recording Skills

Part II Six Mini-Workshops - Judith L. Pokorni
Roles and Responsibilities of the Teacher
Learning Environments
Daily Planning
Classroom Management
Teaching Teams
Working with Parents

Part III Training Modules - Carol Rudolph
Planning for and Grouping Children to Meet Individual Needs
Cognitive Development
Classroom Management

Part IV Training Modules - Carol Rudolph
Language Development
Creativity

Part V Training Modules - Nancy J. Mallory
Study Trips
Parent Involvement in the Head Start Education Component

Part VI Training Module - Nancy J. Mallory
Using the Outdoors as a Learning Environment

Developed by the Head Start Resource and Training Center, University of Maryland University College, Conferences and Institutes Program, 4321 Hartwick Road, College Park, Maryland 20740 (301) 454-5786.

Room Arrangement as a Teaching Strategy, filmstrip and audiotape - Diane T. Dodge
Creative Associates, 3201 New Mexico Avenue, NW, Suite 270, Washington, DC 20016 (202) 966-5804. In Region III, available on loan from HSRTC. Contact the Resource Librarian (301) 454-5786.

A Guide for Education Coordinators in Head Start developed by Creative Associates. Available in 1986-87.
"Arranging the Classroom: Case Study of the High/Scope Preschool. Fifteen minute color filmstrip and cassette tape. High/Scope Press, 600 North River Street, Ypsilanti, MI 48197-2898. In Region III, available on loan from HSRTC. Contact the Resource Librarian (301) 454-5786.

HSRTC DATA BANK

MATERIAL RESOURCE LISTING

Early Childhood Series - A Classroom Planned for Learning, Slides/Tape. Explores the ways in which young children learn, emphasizing the rationale behind everyday classroom practices. Activity centers, room arrangement, and the foundational nature of the classroom experience are highlighted.

A Good Day in the Kindergarten, Filmstrip. A quality environment is provided by a competent teacher leading to physical, intellectual, social, and emotional growth for young children in the classroom.

Managing the Daily Program, Module B of Skills For Preschool Teachers Media Pack, Janice J. Beaty, Filmstrip and tape. Self-directed modular training unit to accompany the text. Looks at translating program goal, objectives, check lists, and question sheets into a balance of daily activities, and incorporating the needs of the individual child within the daily program.

Organizing Free Play, 22 minutes, 16 mm film, B/W. Using preschool children and their teachers in the physical surroundings of the nursery school, the film discusses these questions: What is free play? How do children learn from free play? How does one control free play?

Setting Up a Classroom, 30 minutes, 16 mm film, color. Two teachers plan and arrange a classroom a few days before children arrive. They strive to create a functional, flexible environment in which children can grow and develop. The equipment and supplies are stacked around the room. The teachers "rough out" a plan as they work at putting the equipment in place.

In Region III, these resources are available from the Resource Librarian at the:

Head Start Resource and Training Center
University of Maryland
4321 Hartwick Road
College Park, MD 20740
(301) 454-5786

Basic Skills for Conflict Resolution

by Barbara Grissinger

BASIC SKILLS FOR CONFLICT RESOLUTION

OVERVIEW

This workshop, designed for 15-30 people, is primarily a skills practice workshop. Participants will work on increasing communication skills with the end purpose of being more prepared and comfortable in dealing with potential conflict situations. It is assumed that people participating in this workshop have had previous training or are familiar with and basically comfortable with the helping role. That is, participants should be comfortable dealing with people who seek them out for help; they should be somewhat at ease with peoples' expression of feelings and understand the value of supportive intervention.

This highly experiential workshop is designed to address issues of conflictive management and to help people initiate discussion with others on subjects that might be uncomfortable or which may lead to conflictive interchanges. Theory is presented through a a variety of individual and small group exercises and through "mini-lectures" throughout the workshop. This is a 7 hour or full day workshop, but can easily be altered for the skill level of participants or to make it shorter. The session is only a beginning point in understanding and managing conflict situations.

The theory for this session is drawn largely from People Skills by Robert Bolton, Ph.D. There are a number of other excellent supporting references listed in the bibliography.

Please note:

All workshop materials should be read and reviewed prior to presenting the workshop. Presenters are encouraged to use the references in the bibliography to prepare themselves more fully in theory and understanding of the materials and/or to alter the workshop designs for specific program needs.

LEARNING OBJECTIVES

- Participants will identify types of conflict situations which they personally find difficult to deal with, as well as explore their own reluctances to working with these conflict situations.

- Participants will practice specific skills necessary for constructive conflict resolution.

- Participants will practice specific skills necessary for effective conflict resolution:

  a. listening skills
  b. problem definition skills
  c. assertive skills

Agenda

Introduction and Review of Learning Objectives
Identifying Your Own Difficult Conflict Situations
Basic Information About Conflict Situations

- definitions
- unrealistic vs. realistic conflict
- strategies for managing conflict
- primacy of dealing with emotions when handling conflict situations

Skills Practice for Conflict Management

Listening skills
Defining the problem
Preparing for Conflict/Confrontation
Assertive Statements
Role play of conflict/confrontation situations

Summary

Materials Needed

Flip chart and markers
Masking tape
Handouts # 1-5

PROCEDURES

Approximate Time	Activities
15 minutes	Introduce yourself and learning objectives. Give participants an opportunity to introduce themselves.
10 minutes	Have participants identify to themselves conflict or confrontation situations that are difficult for them and do imagination exercise.
20 minutes	Process exercise by identifying beliefs, feelings and catastrophic expectations connected to the anticipation of entering those conflict situations.
30 minutes	Presentation of lecture material: definition of conflict, unrealistic conflict vs. realistic conflict, benefits of conflict, differing styles of managing conflict, elaboration of confrontation/ collaboration, concept of primacy of emotions in conflict situations.
10 minutes	BREAK
	Distribute handout packet
10 minutes	Review definition and benefits of Active/ Reflective listening.
10 minutes	Review Roadblocks to Communication.
30 minutes	Listening Skills Exercise 1.
30 minutes	Listening Skills Exercise 2.
	BREAK FOR LUNCH
30 minutes	Preparation for confrontation; outline basic steps; do problem definition exercise.

Approximate Time	Activities
10 minutes	Discuss other steps in preparing for conflict situations.
20 minutes	Introduction to assertive statements; discuss elements and construction of assertive statements.
10 minutes	Exercise in creating assertive statements.
10 minutes	BREAK
20 minutes	Presentation of how assertive statements and listening skills are combined together to manage initial stages of conflict/confrontation, the emotional aspects of conflict.
20 minutes	Introduce and demonstrate role play activity.
60 minutes	Role play activity
20 minutes	Process role play and make wrap-up comments/questions from participants.
10 minutes	Summary

DEFINITIONS

Introduce yourself. If group participants do not know each other have them introduce themselves. If participants do know each other, consider doing a 5-10 minute warm-up exercise of your choice.

Review learning objectives. (You may wish to have these written on newsprint and already on display before the session starts.)

OPENING EXERCISES -	IDENTIFYING YOUR OWN DIFFICULT SITUATIONS IDENTIFYING YOUR FEELINGS/ EXPECTATIONS ABOUT CONFLICT

Topic	Key Concepts to Present
First step in handling conflict constructively...	Know yourself: - what you deal with well - what you have problems with - what "triggers" you in conflict situations - what you believe about conflict - what you think will happen if you engage someone in conflict - your personal rules for "fighting"
All of us in our jobs run into situations that have potential to be unpleasant or conflictive.	-a parent believes you have reported him/her to the local children's services bureau for suspected abuse/neglect and wants to talk to you
Possible examples:	- a child continually comes to the center dirty/smelly/dressed inappropriately. The other children don't want to play with him. You feel you must talk with the parent
	- a worker you supervise is not following confidentiality policies (or some other problem behavior) and you must talk with him/her about it

Topic	Key Concepts
Ask participants to	- Identify one or more situations involving other people in their work life that they would just as soon not have to deal with.
Now imagine for awhile:	You will have to face this situation as soon as you return to work. Get ready in your imagination to deal with this person. Facilitator may suggest that people pay attention to what they are thinking, feeling, expecting to happen, how they will feel when it is all over, whether the results are bad or good. Refocus attention on the group.

BEHAVIOR INDICATOR EXERCISE

Process people's experience/thoughts in the following manner:

The trainer should have two pieces of newsprint ready to post and to record peoples' responses. One piece should have the title "Feelings/Beliefs" and the other piece should be marked "What if..."

Ask participants to share any thoughts, feelings, awarenesses that they might have had about their feelings, expectations, personal fight styles. Be sure to project the attitude of invitation and that no one is asked to share anything if s/he doesn't want to. Model good reflective listening to responses and receive whatever people wish to share.

Record on the appropriate piece of paper feelings or beliefs about conflict situations. For any response that states an expectation of what might happen, record it under "What if..." (e.g., They will get angry; I will get fired; They will take the child out of the program). Be sure to record both the negative and positive feelings and expectations.

Together look at the "What if..." paper. Note any positive expectations of conflict. Take the opportunity to discuss briefly some of the good that comes of conflict handled well, and stress that we are working to develop positive attitudes about conflict so that we are more willing to engage in difficult situations and will have a better chance of achieving positive results. Review the negative expectations. For each one ask, "What is the likelihood that that this will really happen?" Put a % of chance out to the right of the statement on the newsprint.

Now discuss the likelihood that the negative things will/do happen. Ask "So what if _______________ happens?" Is it so bad? Could you live with it? etc. Discuss briefly how our feelings and beliefs are related to our "What if... statements.
Wrap up the exercise.

KEY POINTS

1. Our feelings and beliefs are very important in determining our willingness to engage in conflict situations.

KEY POINTS

2. Our expectations (catastrophic and realistic) are rooted in our feelings and beliefs.

3. Often our expectations are much worse than what really happens.

4. Even our catastrophic expectations are sometimes not so bad if we look at them and say them out loud.

5. If we spend some time sorting out our own feelings and expectations, we may be more willing to engage in some situations because we can be more realistic or feel more comfortable.

6. Sometimes we will choose not to confront because the "price" isn't worth it.

7. It is precisely the feeling aspects of conflict that most of us don't like to deal with. So it is worth the time to deal with our own feelings first, so that we will be more able to deal with both our own and others' feelings when we are in the unavoidable conflict situations. By settling some of these issues beforehand, we will be in a better position to do constructive conflict resolution and problem solving.

MINI-LECTURE

If trainer has decided to use Handout 1, pass it out before beginning mini-lecture.

Main Idea	Key Concepts to Present
Definition of Conflict (Websters Third International Dictionary)	a. Clash, competition or mutual interference of opposing or incompatible forces or qualities (e.g., ideas, interests, needs, wills). b. Emotional state characterized by indecision, restlessness, uncertainty, and tension resulting from incompatible needs or drives of comparable intensity.
Conflict may be within oneself, between two people, within a group, between groups	
Unrealistic and realistic conflict	- Unrealistic conflict stems from ignorance, error, prejudice, historical tradition, dysfunctional organizational structure, hostility. - Unrealistic conflict is destructive and not amenable to resolution techniques. - Realistic conflict arises naturally when two people or groups are in proximity/relationship over a period of time. - Realistic conflict usually arises from a clash of differing goals, differing methods for achieving goals, differing values, differing needs, or differing role expectations.
Not many people really enjoy conflict. Many people believe that conflict is	

Main Idea	Key Concepts to Present
destructive and/or serves no good purpose. At its worst, conflict is disruptive and interruptive - but it can serve a good purpose.	
Potential benefits of conflict. (Trainer may list or ask participants to generate the list.)	- better able to define the problem areas - encourages change - both in oneself and others - may increase motivation to deal with problems, energizes people - can lead to better and more creative solutions - can lead to stronger, more intimate relationships - increased good feelings about self and others - understanding, ability to see the other side - self-understanding - clears the air
In realistic conflict situations, how constructive the outcome can be depends on how you as a person handle the situation.	
There are five main behavioral strategies for dealing with conflict situations.	1. Withdrawing/Avoiding 2. Accommodating/Smoothing 3. Compromising 4. Forcing 5. Confronting/Collaborating
There are pros and cons for using all of these styles; there are times when each of these methods might be used quite productively.	- You should, perhaps, have all of these ways of responding in your "bag of tricks." - It is your choice of how you want to approach conflict situations. - Review information in HANDOUT 1 (amount of detail is up to the trainer).
This workshop focuses on Confronting/Collaborating Skills.	
General comments about the confronting/ collaborative approach.	1. If a situation is worth confronting, it is worth preparing for.

Main Idea	Key Concepts to Present
	2. This basic approach is really a combination of all the good communication skills you have ever learned and will learn. 3. There are many ways in which to combine the skills we are about to learn/practice in order to do constructive/ effective conflict resolution. 4. We are fostering a WIN-WIN approach here. 5. THE ABSOLUTE PREREQUISITES FOR SUCCESSFUL CONFRONTING ARE Showing Respect for the Other Person and Listening. 6. It is important to understand the "Primacy of Emotions" in conflict/confrontation.
Primacy of Emotions	- In conflict situations there are two sets of issues to deal with - the content issue and the emotions issue. - Most of us attempt to deal with the content, either exclusively or at least first. - After the initial statement, it is usually the emotions that crop up first. - If you don't deal with the feelings first, you seriously jeopardize your chances of settling the issues (Another reason to prepare, and to have dealt with some of your own emotions first).
Tasks for the Remainder of the Workshop	- There is not time to learn and practice every skill and every model of dealing with conflict - We will be practicing the specific skills involved in dealing with the emotional aspects of conflict and then discuss how this fits in with the overall model for conflict resolution which I will outline for you.

BREAK

Pass out Handouts 2, 3, 4 and 5 as you reconvene.

LISTENING SKILLS

Main Idea	Key Concepts to Present
Why Review Listening Skills	- We don't do any interactions with people without listening. - In conflict situations it is even harder and even more important to be able to listen and hear accurately. - To give us a common ground to start on - Most all of us can always stand more practice.
Ask how many participants have had specific training in listening skills - empathic, active, reflective.	
Ask someone to define/describe active listening (or the trainer can do it).	- a way of showing respect and acceptance for another person - attempting to understand and demonstrating our understanding of what the person is saying, meaning and feeling - a way of helping someone clarify for himself or herself what s/he means and what s/he feels - non-judgemental - encourages continued talking/ exploration; the listener responds by saying back to the speaker what he has said (trying to capture the content, the meaning and the feelings) - this is more than just parroting - attempt to "walk a mile in the other person's shoes" and to communicate this to the person - you must be genuine, not using this as a "gimmick" - be careful of judging and trying to influence the speaker in your attempts to capture the meaning and feeling - important to try to match intensity levels with your responses

Main Idea	Key Concepts to Present
Ask: Why do you think this skill is important, particularly in a conflict situation?	- to let person know you are willing to try to understand his side - to communicate respect - to reduce defensiveness - to truly understand - to encourage discussion and problem-solving - to get to a point where you can negotiate the issues/ the solutions
Roadblocks to Communication	- Many of us feel that reflective listening is an unnatural and awkward way of talking. - Perhaps so, but much of how we talk in normal conversation falls into the category of communication roadblocks. - Dr. Thomas Gordon has identified these roadblocks and we will be tempted to use many of them in the conflict situation. - Let's look at them quickly just to remind ourselves about them (they are in your handouts - #2).

**These roadblocks should be listed/written on newsprint prior to the workshop and simply put up at this point for quick review - and or reference in the upcoming exercise.

LISTENING SKILLS EXERCISE #1

1. Have participants turn to Listening Skills Exercise #1 (Handout 3) in their handout packet. Have each person read the first three examples and pick out the best reflective response. As a group, identify the best response for question (Roger).

2. As a group, look at each of the other responses listed and identify the communication roadblock that fits. You may or may not want to discuss why the particular response is not adequate. Repeat the process for the next two questions.

3. Have participants write reflective listening responses to the remaining three examples. Ask for volunteers to share their responses to each one. Have more than one response and try to generate a total group response for each example. Emphasize that there is no one "just right" reflective response and that it is the genuine effort that counts.

**Note If you have a very sophisticated or well-trained group, you may want to leave this exercise out and expand the next exercise, or perhaps develop an alternate activity.

Main Idea	Key Concepts to Present
Process Listening Exercise #1	- General reactions to exercise, learnings - Tendency toward wanting to make responses that fall in "roadblock" category - Whether it was more difficult to do reflective listening to the last two examples which were somewhat confronting - Beginning discussion of our general tendencies to defensiveness when people are critical of us or question our values

LISTENING SKILLS EXERCISE #2

Main Idea	Key Concepts to Present
Introduction	- Now is the time to practice using reflective listening in a series of responses. - Please find a partner and get seated next to each other; then additional directions will be given.

While participants are finding partners, the trainer should put up a piece of newsprint that has several topics listed at the top (any controversial/conversation promoting topic such as nuclear waste, abortion, etc.) and directions for the exercise below the topics.

Main Idea	Key Concepts to Present
Give the following directions.	- You and your partner may talk about any one of the subjects listed that you both agree to. - Person A is to make any statement at all about the topic. - Person B is to make a reflective response. - Person A is to tell Person B whether or not she has reflected accurately. If not, Person A should make the statement again and Person B is to try another reflective response. - When Person B has reflected accurately, it is then her turn to make a comment about the topic and person A must make a reflective statement. - Continue having the conversation for 5-10 minutes.
After giving these directions, the trainer should demonstrate the process with a volunteer and ask for questions before having pairs do the exercise.	
Process the exercise.	- Ask such questions as: How did you do? What was easy/hard for you? Did you discover anything

Main Idea	Key Concepts to Present
	new for yourself? Are there particular roadblock responses that you are prone to? Did you find it hard to do reflective listening when your partner was saying things that didn't agree with your views?
	- Discuss general comments/reactions and the fact that this is such an unnatural way of carrying on a conversation.
Summary of Listening Skills Portion of Workshop.	- We don't deal effectively with people if we don't listen effectively. - This is especially so in conflict situations. - While we will not be practicing specific situations in which you repeat this second exercise, there are/will be times when you will want to set up a conversation in just this way when dealing with a conflict situation.
Why use Reflective Listening in Confrontation/Conflict Situations.	- To communicate respect - To understand the other person's position - To prevent the situation from deteriorating into unproductive /destructive conflict - To clarify issue - A skill to use both when you confront and when you are confronted
BREAK (Probably for lunch)	

PREPARING FOR THE CONFLICT/CONFRONTATION SITUATION

Main Idea	Key to Concepts to Present
For those confrontations we choose to initiate: if it is worth confronting, it is worth preparing.	- to be clear about the issues - to have the best chance for a positive outcome
Steps in Preparing (trainer may wish to newsprint).	1 - Define the problem. 2 - Decide if it is worth confronting. 3 - Set a date, time and place with the person involved. 4 - Decide who will be there. 5 - Develop positive attitudes.

Discuss each step separately.

1. Define the problem.	- The way you define and present the problem has a tremendously big impact on whether or not you can achieve a positive resolution /solution. - Steps in problem definition:

a. Define the problem in terms of actions/ behaviors; don't label, accuse, insult or make inferences.
b. Define the problem in the smallest, most specific terms possible. Ideally it should be things that anyone could see or hear.
c. Describe your feelings and reactions to the problem behavior.
d. Describe your own actions (what you are doing or neglecting to do) that helps to create and to continue the problem.
e. Define the problem in ways that make it clear that this is a mutual problem that needs to be solved.

Exercise in Problem Definition.	- Let's try to write a problem definition statement together using the above rules. (Trainer may use a situation suggested from the audience, a situation of his/her own, or the situation listed on page 19.)

Main Idea | **Key Concepts to Present**

- Discuss questions, alternate ways of stating things etc., as you do this.

- Invite each person to write one or two problem definition statements of his/her own, perhaps using the situations that s/he identified in the first imagination exercise of the day. Allow 5-10 minutes for the exercise.

FOR TRAINER USE ONLY

PREPARING FOR THE CONFLICT/CONFRONTATION SITUATION

Sample Situation for Problem Definition Exercise:

There is one central filing cabinet that holds the official file for each child enrolled in the program. All information is to be filed in these files. Several people are responsible for getting information into the files; e.g., Education Coordinator, Social Services Coordinator, Health Coordinator, Parent Services Coordinator. The Health Coordinator is keeping all of her own files in her office, and this information is unavailable to the other staff. You are one of the other coordinators who needs access to these files from time to time.

A Possible Problem Definition:

Sally is keeping all the health records in her office. I need to know which children have been identified as having problems, so that I can alert the family service workers as to possible support needs of the families. I have asked her for this information 3 times and I have asked her to put her information in the files. I am getting frustrated and angry. I feel that Sally is making it difficult for me to do my job the way it is supposed to be done. I guess I have not told Sally why I need the information or how her actions keep me from doing my job. Maybe I should try to talk with Sally again.

Main Idea	Key Concepts to Present
	- Invite 2 or 3 people to share their statements with the group. Give positive feedback. - Look to be sure that problems are defined in behavioral, non-judgemental and free of value statements. - Discuss any comments or problems which group members wish to bring up.
2. Decide if the issue is worth bringing up.	Is this realistic or unrealistic conflict? - Is the person I want to approach in position of being able to deal with this? (e.g., if person has a dying parent or is in the middle of

Main Idea	Key Concepts to Present
	a divorce proceeding, you may decide timing is wrong). - Is this important enough to me to address? - Am I willing to engage in constructive conflict resolution; is this a solvable problem? - What are the potential consequences of dealing with this situation? Of not dealing with it? - You can withdraw at this point, or decide to use another conflict behavorial strategy.
3. Set a Date, Time, and Place with the Person Involved.	- You need to have enough time to deal with a situation - to deal with both the emotions and the content of the issue. - You should have the other person's agreement to enter into discussion with you. - You want to avoid the "hit and run" style of raising issues.
4. Decide who will be there	- In general this will be the people directly involved; sometimes you will want a "facilitator" or arbitrator."
5. Develop Positive Attitudes "You might want to work with yourself to....."	Approach this situation with a WIN - WIN attitude. - To be prepared to listen. - To expect to have to deal with a range of feeling reactions as well as content issues. - To hope for or even to ask for change, but not to DEMAND change. - To know how you might be willing to make some changes too.
After you have done all the preparation work, defined the problem and decided to approach the person, write down or rehearse your opening statement - your definition of the problem.	Because you want to have a specific, clear non-judgemental statement. - Because you want to have a good delivery - your tone of voice and nonverbal cues are very important (strong voice - not angry or apologetic; open posture, not pointing your finger, hands on hips, etc.)

Main Idea	Key Concepts
	- Because you want to communicate your openness to give and take discussion.
Structuring your opening statement	- You will not want to use your well-thought-out and long problem definition - that was your way of defining, preparing and exploring. - You need a shorter, more focused opening statement. - There is more than one way to open a discussion; the two most often used ways are I-statements or an assertive statement.
	- I-statements are used often when you have a concern about a person or a person's behavior but the results of that behavior do not directly affect you; sometimes when you want to ease into the discussion; or often when you are having discussions which involve values. You may be able to think of other times when you would use I-statements too.
	Example of an I-statement:
	"I am very concerned about how many colds Andrea seems to have."
	- What we will be focusing on here- how and when to use assertive statements.
	- We will not be focusing on I-statements, their practice or specific usage.
When to Use Assertive Statements	- When someone is "invading your space" his/her actions somehow impinging on your territory, rights, ability to function, etc. - when the problem can be solved: realistic conflict - when you will not be trampling the other person's self-esteem - when you will not be "invading" the other's space - when you will not be forcing your values on the other person

Main Idea	Key Concepts
How to Make an Assertive Statement	- Has 3 basic parts 1. Describe person's behavior in specific terms. 2. Describe your feelings about the behavior. 3. Describe the effect his/her behavior has on you.
Let's look at an example and talk about it (see example sheet p. --)	
Under Behavior column discuss	- description should be specific, brief; and non-common problem areas are fuzzy behavior descriptions; using absolutes, allowing judgements and inferences to creep in, being too long-winded and using profanity - in the handout packet is a page to help people identify potential problem areas (Handout 4)
Under Feeling column discuss	- fact that many people are unaware of their feelings or have a hard time identifying them accurately - especially intensity levels - encourage them to practice this
Under Effect column discuss	-fact that the person's behavior must impact you directly - that effect should be concrete and tangible (see handout 5) - if you find that you only have a feeling effect on yourself, beware of trying to change the other person's values - there are some borderline categories of effects where the effects are not quite tangible (discuss some of the examples in handout 5 at the bottom of the page) - If you can find no tangible effect to state, this may be one of those times that an I-statement is the appropriate introduction.

****FOR TRAINER REFERENCE****

Have a piece of newsprint set up as follows for the Assertive Statements Teaching. Post this at beginning of discussion of Assertive statements and use as the focal point/teaching tool in discussions described on p. 18.

Behavior Description	Feeling	Effect
When you are frequently late to pick me up after work,	I feel frustrated...	because my time is wasted while I wait for you.

ENTERING THE CONFLICT SITUATION - YOUR OPENING STATEMENT

Exercise in Writing Assertive Statements:

Have the group write 2 or 3 assertive statements together.	(The trainer may have practice situations identified or may ask participants to suggest the situations.)
Have each individual write one or two assertive statements, using the problem definitions that s/he wrote previously.	
Have participants divide into groups of three. Ask them to say each of their assertive statements to the other two group members. Their task is to help each other refine their assertive statements.	
Have willing people share some of their assertive statements. Take questions and comments from the group.	Emphasize the necessity for practicing this skill.

TAKE A BREAK

PUTTING THESE SKILLS ALL TOGETHER

Main Idea	Key Concepts to Present
Now it is time to actually approach the person with your issue. What do you expect to happen when you make your assertive statement?	- Occasionally someone will accept what you say and offer to change or to problem solve right on the spot. - more often, you are greeted with anger, defensiveness, distortions of what you said, refusal to deal with what you said, or a counterattack - These are fairly normal reactions when people feel threatened
Ask participants to comment on what they feel like and what they feel like doing/ saying when they get the angry/defensive/ counterattack responses.	- process whatever comments arise - underline the basically natural response of defensiveness/ withdrawal, etc. - talk about how a negative/destructive cycle can start with their next response - interject usefulness of listening skills here
REMEMBER - you cannot deal effectively with the content issues until the emotionality is taken care of in some fashion - one way is using the following model.	
Outline process of dialogue that takes you from assertive statement to point of entering the problem-solving stage (reference Dr. Bolton, People Skills).	Process: 1. preparing stage 2. making assertive statement 3. be silent/stop until other person responds 4. make reflective listening responses (3-4 times) 5. repeat steps 2, 3, and 4 (several times if necessary)

Main Idea	Key Concepts to Present
	6. focus on solution or define problem clearly together and enter problem-solving process
Show diagram on following page and explain process by using diagram if you wish (this is not in handout packet but can be included if trainer wishes). At this point trainer should role play the process with a volunteer from the group.	(***Note: Trainer should make a point of reviewing Chapter 10 in People Skills if not thoroughly familiar with this process.

PUTTING THESE SKILLS ALL TOGETHER

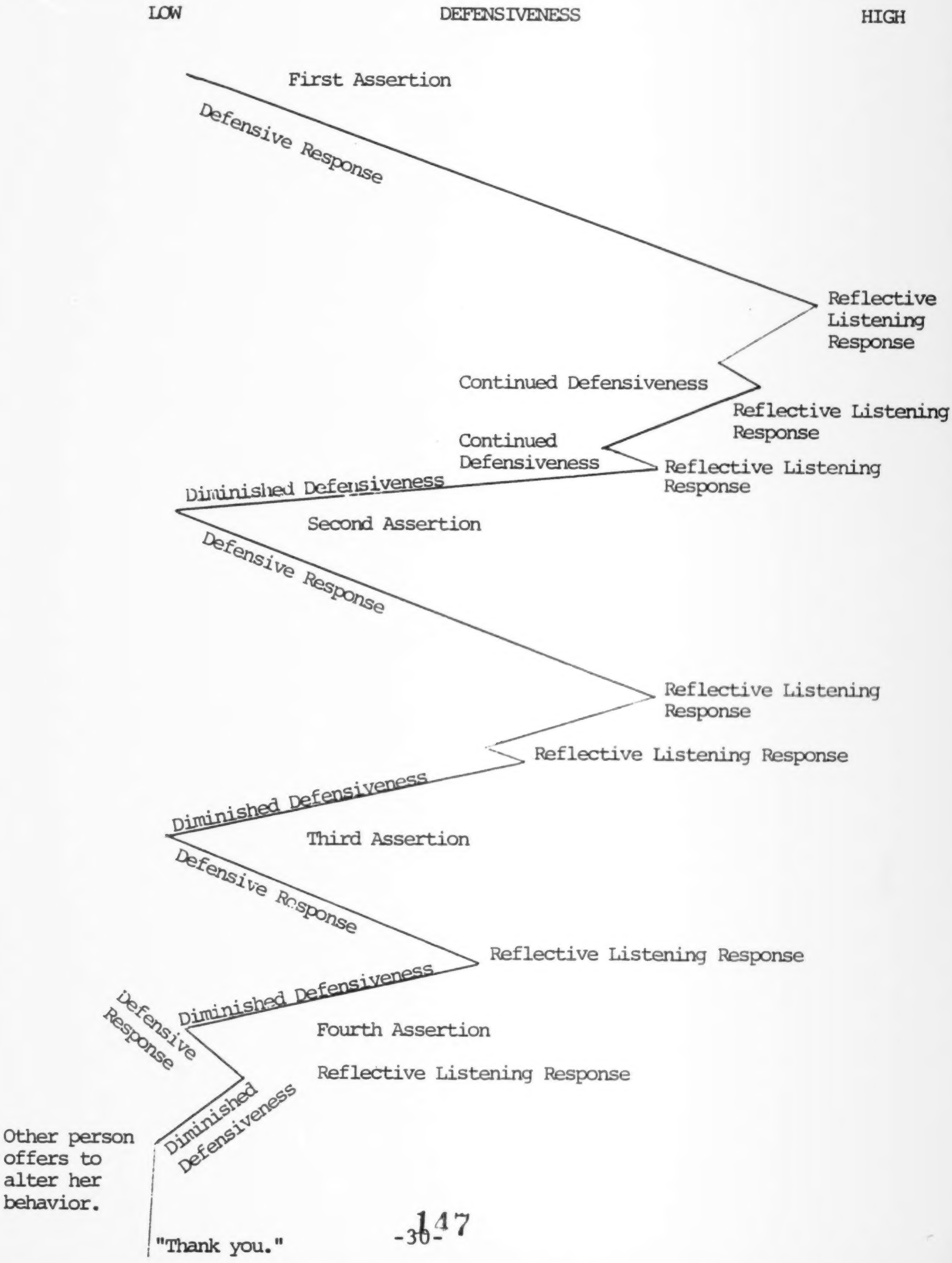
Main Idea	Key Concepts to Present
Briefly process role play.	-Have volunteer talk briefly of his/her experience, reaction to confrontation, effect of reflective listening, other reaction. -Any trainer reactions to being the confronter including a critique of things you might want to do differently if you had a chance. -Review process, using the handout. -Answer questions from the participants.
Have participants role play their own situations that they have been developing. Have them do this in groups of three.	Instructions for role play. 1. Each person will have the opportunity to take three roles - the confronter, the person being confronted, and the observer. 2. The confronter will use his/her assertive statement and then work to complete the process just outlined and demonstrated. 3. The person being confronted will respond in whatever way s/he wishes. This person is encouraged to respond genuinely to the types of comments being made by the confronter. Don't give in and follow "how it is supposed to be" if it doesn't fit. Don't give your confronter a hard time just to be giving him or her a hard time. 4. Observer should be prepared to write down comments to share. Things to note are whether confronter was able to do listening accurately; what responses moved the action along in constructive ways and in less than constructive ways; were there any turning points in the discussion, were tone of voice and nonverbal clues of the confronter facilitating of positive interaction.

Main Idea	Key Concepts to Present
	5. Each "confrontation" should last a maximum of 10 minutes. The observer is the timekeeper. 6. Processing of each segment should be about 10 minutes maximum. Confronter should have opportunity to say what s/he did well, identify problem areas, and give general comments. Person confronted should give feedback about what encouraged him/her to change or enter into problem solving, hindered him/her, and what might have been more effective. Observer should give his/her feedback last -and in behavioral and observational terms as much as possible. 7. Do this process until each person has had a turn at each role.
Trainer should write basic tasks of each player and the time frames for the role plays on newsprint and post it for a guide.	
Process Role Play Sessions	Ask: What did you learn? As a confronter, did you have any difficulty doing reflective listening to your partner's responses? For those who were being confronted, what made you willing to change your behavior or to look for a solution? Are there ways that you will be able to use what you have been practicing here?
Wrap-up Points	-Using the assertive statement/listening model gives you one way of initiating a confrontation and dealing with other people's reactions. -It is not applicable to all situations. -You may not be able to find a solution. -You may choose other behavior strategies for dealing with conflict, or may use other techniques in keeping with confrontation and problem solving models. There are many.

Main Idea	Key Concepts to Present
	-After stating your position and dealing with the emotions of the conflict situation, you may have already reached a solution or you may be ready to tackle the problem solving steps that address the content of the problem.
Before we quit, here is an outline of problem solving: (to give you an idea of a whole process and how it fits together).	1. Define the problem 2. Brainstorm possible solutions 3. Examine alternatives to find the best solution for all involved 4. Make the action plan 5. Implement the plan 6. Evaluate

For Trainer Reference
(or handout if you choose)

People Skills p. 168 (See Bibliography)


LOW
DEFENSIVENESS
HIGH
First Assertion
Defensive Response
Reflective Listening Response
Continued Defensiveness
Reflective Listening Response
Continued Defensiveness
Reflective Listening Response
Diminished Defensiveness
Second Assertion
Defensive Response
Reflective Listening Response
Reflective Listening Response
Diminished Defensiveness
Third Assertion
Defensive Response
Reflective Listening Response
Diminished Defensiveness
Fourth Assertion
Defensive Response
Reflective Listening Response
Diminished Defensiveness
Other person offers to alter her behavior.
"Thank you."

SUMMARY

Review Briefly:

1. It is useful to examine our own feelings and hesitancies about entering into confrontation/conflict situations.

2. Conflict resolution usually entails dealing with both the emotion and the content issues.

3. Conflict resolution entails using and combining all the good communication skills we have ever learned; as part of our work we reviewed listening skills, assertive skills, I statements.

4. The general steps in dealing with the emotional aspects of conflict first include:

   Treat the other person with respect.

   State your position briefly and clearly.

   Listen until "You Experience the Other Side."

   Restate your views, needs, feelings.

   Repeat the above steps.

   Strive for a solution using problem solving steps outlined in the session.

   Problem solving using steps outlined in the session.

5. Obviously there is much work to do from here to develop an integrated and comfortable approach to dealing with conflict.

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HANDOUT #1

Behavior Strategy	Relationship/goal statement	May want to use when	Danger if used too frequently
withdrawing/avoiding	give up personal goals don't engage relationship issues/goals	-issue is trivial -confrontation would be - destructive -situation is hopeless -if you need a "cooling down period"	-perpetual feeling of helplessness and hopelessness -waste of time and energy -never really deal with a problem -avoiders often do not carry through on "agreed to" solution
Accommodating/ smoothing	personal goals of little importance relationships of great importance	- if you think you are wrong - maintaining harmony is most important -if the issue is important enough that you want to show willingness to cooperate	-person is falsely cooperative -people lose respect for you and your contributions -person bears all the responsibility for the relationship -may show belief that all conflict is destructive
Compromising	both goals and relationships important	- when fighting is costly - both have the same power - for interim/temporary solutions - if collaboration fails	- may lose the creative solutions - leads to "gamesmanship" - issue loses to act of negotiating - affects trust levels and committment to carrying out the solution
Forcing	Goals important Relationship not important	-when a quick, decisive action is needed -in an emergency -when your goal is very important to you	- no one else's needs are ever important or considered - anger/resentment/non-cooperation from others - loss of other ideas and potentially more creative ideas
Confronting/ Collaborating	Goals and Relationship important	-want to satisfy everyone -there is sufficient time - you want to have a chance to improve relationship	- may make a trivial issue into a major one - may shift responsibility from the responsible party

TWELVE ROADBLOCKS TO COMMUNICATION

1. Ordering, Directing, Commanding
   Telling the person to do something, giving him an order or command:

   Stop your crying.
   You leave him right now.

2. Warning, Admonishing, Threatening
   Telling the person what consequences will occur if he does something:

   If you don't leave right now you'll end up in the hospital.
   If you do leave him he'll probably be able to get the kids.

3. Exhorting, Moralizing, Preaching
   Telling the person what he should or ought to do:

   You should have the courage to throw him out of the house.
   You ought to remind him of the promises he made in his marriage vows.

4. Advising, Giving Solutions or Suggestions
   Telling the person how to solve a problem, giving him or her advice or suggestions; providing answers or solutions for the person:

   Why don't you go and stay with your sister for a few days?
   I suggest that you go straight to an attorney and file for divorce.

5. Lecturing, Teaching, Giving Logical Arguments
   Trying to influence the person with facts, counterarguments,logic, information, or your own opinions:

   That just isn't true. Studies show that the beatings he's going to give you are going to get worse, not that he'll improve.
   The only thing that makes sense is for you to go to legal aid and get a Protection from Abuse order.

6. Judging, Criticizing, Disagreeing, Blaming
   Making a negative judgment or evaluation of the person:

   You're not thinking clearly.
   That's an immature point of view.
   You couldn't be more wrong about that.

7. Praising, Agreeing
   Offering a positive evaluation or judgment:
   I agree with you; he really does treat you horribly.
   I think you're doing absolutely the right thing.

8. Name-calling, Ridiculing, Shaming.
   Making the person feel foolish, putting the person into a category, shaming the person:
   You're acting like a marshmallow.
   Boy would that be a dumb move.
   A real woman wouldn't take that.

9. Interpreting, Analyzing, Diagnosing
   Telling the person what his or her motives are or analyzing why he or she is doing or saying something; communicating that you have the person figured out or have him or her diagnosed:
   You feel that way because that's the way your father did things.
   What's really happening is that you've learned to manipulate him with your tears.

10. Reassuring, Sympathizing, Consoling, Supporting
    Trying to make the person feel better, talking him or her out of his or her feelings, trying to make his or her feelings go away, denying the strength of his or her feelings:
    Don't worry things will work out.
    Thing's will really look better tomorrow.

11. Probing, Questioning, Interrogating
    Trying to find reasons, motives, causes; searching for more information to help you solve the problem; especially questioning to help solve your curiosity:
    Why do you think he went to be with her?
    When did he first start to beat you?

12. Withdrawing, Distracting, Humoring, Diverting
    Trying to get the person away from the problem; withdrawing from the problem yourself; distracting the child, kidding him out of it, pushing the problem aside:
    Maybe we could find something more positive to talk about.
    Maybe he'll wreck the car before he gets home.

From: P.E.T. Parent Effectiveness Training by
Dr. Thomas Gordon

LISTENING SKILLS EXERCISE #1

1. ROGER. I never seem to have enough time to do the things I enjoy. Just as I'm ready to go enjoy a nice game of golf or tennis my brother reminds me of some writing I need to do, or my wife saddles me with household chores. It's getting harder and harder to have the fun out of life that I expect to have. It's depressing!"
    a. Wanting to have fun is OK, but don't you think you should do some work too? I certainly wouldn't play golf if I thought that later I would regret not having worked. Life does have reponsibilities.
    b. It's upsetting that your work and household responsibilities are increasing to the extent that you don't have time for the fun and recreation you want.
    c. Maybe your leisure activities are just a way of getting out of the unpleasant jobs you should do.
    d. I'm curious. How much time do you spend on your favorite sports?
    e. You're in a busy time of your life right now. I bet you will have more leisure time as you get older.

2. HELEN. "When I was younger, I used to fight my parents because I wanted to get married. Now I'm married and I keep thinking of how good it was to be single and have no responsibilities to tie me down. I can't go anywhere without a bunch of kids clinging to me. It's rough, and there's nothing I can do about it."
    a. I understand how you feel. I often feel that way too. But before long your children will grow up and then you will have all the freedom you want.
    b. Let's explore how you arrange your time. How often do you wish to go somewhere without your children? How often do you hire baby-sitters?
    c. You feel resentful and trapped because being married and having children doesn't allow you the freedom to go places and do things when you want to.
    d. You say you fought your parents to get married. Now you feel resentful about the loss of freedom. Could it be that you are really angry at your parents for not stopping you from getting married in the first place?
    e. Sounds to me as if you are stuck. You will have to put up with the situation until your children are grown.

3. DAVID. "All this work is driving me crazy! It seems as if I spend every waking moment working. I don't have

any time to relax with my friends and family. No matter how hard I work I never seem to get caught up. I have so many responsibilities. I don't know how I'm going to get everything done."

a. Don't feel bad. I'm sure that if you just keep at it, you'll get things done and have the leisure you need.
b. You're obviously trying to do too much. What you need to do is cut down on your commitments so you'll have more free time.¢
c. You feel frustrated and angry that your work doesn't get finished and you can't enjoy your family and friends more; you work hard, but your responsibilities always seem to increase faster than your ability to meet them.
d. Can you tell me more about the specific nature of your responsibilities, the way you schedule your time, and how you acquire new responsibilities?

4. FRANK. "I just never seem to have any money. I have a good-paying job, but it seems as soon as I get my paycheck, it's gone. Then I have to scrimp and save the rest of the month. Now my car needs a new engine and I don't know where I'm going to get the money to pay for it.

5. MARY. "We have an agreement about sharing the housework now that we both are working. It seems to me that you never do your jobs unless I remind you. Half the time I end up doing your jobs anyway. I think it is unfair of you to try to get out of your jobs that way. Besides, I think you are just trying to make me feel guilty about not doing the housework all myself."

6. SALLY. "Susie came home from school today and told me she had to sit in the time-out chair. She says Bill hit her and took away her paint brush. When she pinched him and called him names, she had to sit in the time-out chair. That really wasn't fair. You never try to find out what really happens between the children. Susie is always the one you are punishing. I know you don't like her and I know it is just because you have never liked our family."

This exercise is taken in part from Reaching Out by David Johnson, p. 146-50.

HANDOUT #4

SOME PROBLEM AREAS IN WRITING ASSERTIVE MESSAGES AND HOW TO ADDRESS THEM

Specific Behavior Description	Fuzzy Behavior Description
When you don't shovel the snow from the driveway before going to school . . .	When you don't do your part around the house . . .
When you arrive late for work three times this week . . .	When you ignore company policies . . .
Situation: A husband and wife drive to work together. The wife is a slow eater. They have been arriving late for work because the wife is not ready on time.	
When you are not ready to leave for work by 7:30 . . .	When you dawdle over your breakfast . . .

Second, *limit yourself to behavioral descriptions. Do not draw inferences about the other person's motives, attitudes, character, and so on.*[5] When people try to describe another's behavior they frequently state what they think the other intended rather than describe what he actually did. Compare the differences between the behavior descriptions in the left-hand column with the inferences in the column at the right:

Behavior Description	Inferences
Situation: I am a committee chairman. When you talked more than any of the others at the meeting today and cut off several people before they were finished . . .	When you behaved so rudely at the meeting . . .
Situation: I am a committee chairman and the person receiving my assertion promised to stay until the end of the meeting to give a report.	When you were so bored during the meeting that you left early . . .
When you left the meeting twenty minutes before your report was to be given . . .	When you left the meeting early just because Frank criticized you . . .

After you try to describe a behavior objectively, examine it carefully to be sure that no subtle judgmental words have crept in.

Behavior Description	Descriptions with Judgmental Words that "Creep In"
When you don't return the can opener to the same place after you are through with it . . .	When you *hide* the can opener on me . . .
When you overspend our clothing budget . . .	When you *waste* our *hard-earned* money on *unnecessary* clothing . . .

Assertion messages avoid character assassinations:

Behavior Description	Character Assassination
When you say women are incapable of being effective managers . . .	When you behave like a male chauvinist pig . . .
When you repeatedly talk more than others in the class . . .	When you have constipation of the brain and diarrhea of the mouth . . .

Assertion messages avoid absolutes. They do not use words like "never," "always," and "constantly."

Behavior Description	Use of Absolutes
When you are frequently late in picking me up . . .	When you are *never* on time . . .
When you interrupt me before I have completed my statement . . .	When you *constantly* interrupt me . . .
When you park so that my car is blocked in at noon . . .	When you *always* park so that my car is blocked in at noon . . .

Assertion messages avoid profanity. Swearing during confrontations often triggers extra emotion and defensiveness in the other person.

Behavior Description	Use of Profanity
When you do not call to let me know you will be late for supper . . .	When you drag your ass in here late for supper night after night . . .
When you do not have my car repaired at the time promised . . .	You lying son of a bitch, you promised that my car would be ready by four.

Many people use needless words in their assertions. I try to keep the assertion as trim as possible so that the person sees my need in stark clarity. Some people try to give reasons and extraneous data with their assertion. Mine is pared down to its essentials. Some people lump several behaviors in one assertion. I typically concentrate on one behavior at a time.

Brief Behavior Description	Lengthy Description
When you are frequently late for supper . . .	When you get all involved in your football game and forget about the family and come home late and all dirty for dinner . . .

From People Skills, by Robert Bolton, Ph.D. pp. 145-47.

EXAMPLE OF ASSERTION STATEMENTS

WITH TANGIBLE EFFECTS

Behavior Description	Disclosure of Feeling	Tangible Effect
When you use my car and don't refill the gas tank...	I feel unfairly treated...	because I have to pay more money for gasoline.
When you borrow my tools and leave them out in the rain...	I feel annoyed...	because they become rusty and don't work well.
When you are frequently late to pick me up after work...	I feel frustrated...	because my time is wasted while I wait for you.
When you call me at work and talk at length...	I feel tense...	because I don't get all my work done on schedule.
When you do not put your dirty clothes in the hamper...	I feel irritated...	because it makes extra work for me when I do the wash.

WITH BORDERLINE EFFECTS

Behavior Description	Disclosure of Feeling	Effects
When you make plans with me and then cancel at the last minute...	I feel irritated...	because it is too late to make plans with my other friends
When you make loud noises when I am watching TV...	I feel annoyed...	because I can't concentrate on the show.

EXAMPLE OF ASSERTION STATEMENTS

Behavior Description	Disclosure of Feeling	Tangible Effect
When you don't take accurate telephone messages...	I feel upset...	because I lack information and can't return calls that may be very important.
When you don't give me an answer on my request for a vacation during the last two weeks of July...	I feel angry...	because I can¢t plan my summer.
When you eat early on weekends and don't prepare your breakfast quietly...	I feel angry	because I wake up an hour or two earlier than I planned to get up.

Understanding Family Systems

by Helen Vojna

UNDERSTANDING FAMILY SYSTEMS

OVERVIEW

This workshop is three hours in length and is designed for approximately 30 people. It uses small and large group tasks to accomplish its objectives. Theory is presented in lecturette format. The session is appropriate for those staff persons responsible for or interested in understanding and working with families--this includes social service and parent involvement staff, home visitors, teachers and "helpers" in general.

In order to work more effectively with families, it is important to gain as much information as possible about whom and what we are working with. This session offers one of many perspectives for viewing families; for understanding the complexities of family systems; and for being more readily able to communicate with families about areas of family strengths and concerns. The session offers a practical outline approach for looking at individual family units.

The primary resource for the session is Understanding Family Dynamics by Henry Freeman (see Bibliography). Virginia Satir's book, Peoplemaking, is also an excellent, supportive resource. Peoplemaking may give the trainer additional ideas for experiential exercises related to family systems. These exercises could either replace or supplement the activities already employed.

PLEASE NOTE:

> The module and handouts should be read thoroughly in preparation for presenting the session. Review of the Bibliography materials is also recommended for a more comprehensive understanding of the content area.

LEARNING OBJECTIVES

- To examine the basic systems that make up a family.
- To explore relationships and responsibilities within the following three family systems:
  - parent/child
  - sibling
  - spouse or adult
- To discuss the implications of family systems theory on working with families.

AGENDA

Introduction
Overview of basic family systems
Family relationships/responsibilities

- parent/child
- sibling
- spouse or adult

Sibling system activity
Family systems and the helping relationship
Summary/Evaluation

Materials Needed:

flip chart paper
magic markers
masking tape
Handout #1 (to be used as a note taking guide)

PROCEDURES

Approximate Time	Activities
5 minutes	INTRODUCTION/WARMUP, See page 4.
10 minutes	Review session Learning Objectives and agenda.
15 minutes	Make introductory comments about basic family systems. See Key Concepts, page 5. Distribute Handout #1.
45 minutes	Present lecturette on responsibilities or areas of functioning within each family system. Key Concepts, page 7.
10 minutes	Take a short break.
5 minutes	Prepare participants for small group sibling system activity. Instructions are on page 15.
35 minutes	Proceed with activity.
30 minutes	Have small groups report to the total group.
5 minutes	Discuss implications of the systems theory on the helping relationship.
10 minutes	Do large group brainstorming exercise on practical on-the-job applications. See page 17.
10 minutes	Summarize the session and solicit participants' evaluation of the workshop's usefulness.

INTRODUCTION/WARMUP

To facilitate an activity later in the session and to get participants to begin thinking about families, instruct participants to first:

- Recall their birth order--that is, were they an oldest child, middle child, youngest child, or only child.
- Next, ask that they reseat themselves in new areas which you will designate according to their respective birth orders.
- Prior to the session, a group of chairs should be positioned together (facing the front of the room) in the front of the room, but off to the lefthand side (away from the bulk of the chairs). This group of chairs is for ONLY children.
- The first several rows to the front of the room should be designated for OLDEST children.
- The middle rows for MIDDLE children.
- And the last row or two (in the back of the room) for YOUNGEST children.
- Once participants are in their new seats give them 3 or 4 minutes to see who else is in their birth order group and to acknowledge this one common element with their group members.

Next, review the session Learning Objectives and Agenda.

BASIC FAMILY SYSTEMS

In the present two generational American family, that is, the family involving parents and children, there are essentially three systems that operate and together make up "the family." Share the following Key Concepts:

Topic	Key Concepts to Present
Family "systems" refers to:	A group of responsibilities and duties that naturally draw two or more people together into some kind of an interaction.
Systems are interdependent	Although each system has its own specialized focus, there is enormous interdependency. One system can hardly be conceived as operating entirely exclusive of the other two.
The three systems are:	
Parent-child system	This system includes all the responsibility, the interaction and internal responses that relate to the adult rearing the young and preparing them for life.
Sibling system	Includes the relationship between the children.
Spouse or adult system	Husband/wife relationship or adult to adult relationship.
Complete/incomplete systems	In a complete family a balance is struck between the various systems in the order of things at any given time within the healthy family. If the family is not complete--perhaps there is a single parent--this affects the parent-child system and the sibling system. In addition, because there is only one person assuming the responsibilities within the spouse or adult system, family "balance" must be achieved with a different perspective.

AREAS OF FUNCTIONING WITHIN FAMILY SYSTEMS

By structuring families in systems, as helpers we have a simplistic outline to go by to assist us in further understanding a particular family. It gives us a method of sorting what facts apply where, which then begins to indicate what is right and what is not so right about a particular family--yet another means of viewing a family as part of the assessment process.

Distribute Handout #1, the Basic Family Systems Note Taking Guide. Instruct participants to use the handout for their notes as you present the following information in lecturette form. Briefly review the handout letting participants know that within each system there are specific areas of functioning or responsibility. These areas can, at any particular time or within any particular family unit, be areas of strength or areas of weakness. As helpers, we should not rely on surface reactions to particular areas of functioning, but should strive to understand the individual family members perception and internal feelings related to their responsibilities within the respective systems.

Proceed to share the following information about responsibilities within each family system. To ensure clarity encourage a dialogue and questions as you present the information.

Topic	Key Concepts
Parent-Child System Areas of functioning include:	
1. Nurturing	All the giving that takes place in order to help a child grow or develop. Includes feeding, medical care, tending to, emotional care, tender loving care. There are no clear cut guidelines on how much nurturing is good or necessary (beyond the absolute minimum that the legal system enforces). In this area, and in all that follow, the critical factor is the

level of comfort that both the giver and the receiver feel in terms of the particular responsibility, i.e.:

> Does the parent feel comfortable in the nurturing role?
>
> Is the child satisfied or comfortable with the amount of nurturing s/he is receiving?

2. Protection

To intervene between a child and certain aspects of life judged to be harmful or undesirable.

To prepare a child for situations s/he must handle.

Protection includes both physical and emotional experiences, i.e.,

> "Don't get hurt." or
> "I can't stand to see my child look unhappy."

In this area children learn fears. They learn to fear dark alleys or policemen. They learn from the parent who says too long and too often "you're not ready" or "not old enough" or "not able to"; indeed they are not. This area of protection can backfire and the child may not see himself as "ready." A parent's eagerness to protect may or may not match the child's capacity.

In this area, as in nurturing, as well as the areas that follow, we as children inevitably learn to value (or react to) what our parents value.

3. Education

This area is a highly complicated one depending on how clearly the adults recognize this function as compared to the function of the school in educating children.

Recognized or not, teaching takes place in the following areas:

- Value systems (conscious or unconscious criteria that guide behavior and choices).
- Patterns of behavior.
- Facts and concepts or intellectual material which is then augmented by formal education in the school setting.

4. Sense of Identity

In this area, children begin to discover "this is I."

The child learns her own strengths, limitations, abilities and handicaps, i.e.,

> If a parent shapes, directs or controls everything that the child says or does, the child's concept of himself will be as a person who must be shaped, directed or controlled because somehow she cannot, or must not, be self-operative.
>
> Another child may learn that she can do, and make choices, and is successful. This child will realize a much more positive and productive image of herself.

*Please note: The trainer should supplement areas of functioning with practical examples whenever possible. Ask for questions/comments before proceeding.

Sibling System
Areas of functioning include:

1. Teaching

This occurs at any age and includes the teaching of a skill, information, or a mode of operation.

For the child doing the teaching, status is gained and skill mastery is strengthened, i.e.,

> a child teaching a younger child how to hold a crayon

masters the skill himself and is recognized by the younger child as skilled.

The child who teaches also learns to communicate with others on a peer level, to handle acceptance or rejection of the learner.

2. Learning

Children learn from siblings:

- the actual living experience of getting along with somebody that you at times strongly dislike and still find the person has value in certain circumstances in spite of the strength of your feelings.
- to share or to live with the concept of scarcity (that is, less than you may feel you need to have). The child must achieve an internal awareness that she is getting along all right anyway.
- a sense of identity just as is learned in the parent-child system. The notion of competition is key to the learning about self.
- to practice out certain strong feelings about adults on brothers and sisters. This area is an outlet for children--one that is safer, has much less at stake, and in which the consequences are not as great, i.e., to get mad at a parent and then trip your younger sister might bring some kind of punishment. Yet this is a safer way of expressing feelings regardless of the consequence than by attacking the adult.

3. Support

This is the concept of strength in numbers, the ability of the children to gang up either for fun or for defense.

It is getting together to pool resources without the aid of adults.

Generally occurs in times of pressure, frightening experiences, adventure or entertainment.

Note to trainer: Again remind the group that there is a constant and active interdependency between what goes on in the three systems. A distortion in the sibling system will have its ramifications on the spouse or adult system and on the parent-child system. A happy (or unhappy) spouse system has some kind of meaningful effect on the parent-child and sibling systems. This workshop will not take a position as to what is the right or wrong way for any of these systems to operate. However, if one looks at a total family within the perspective of the parts that make up the total family, one can see more clearly what is good or not so good for a particular family and the people who live within it. Ask for questions and comments then proceed.

Topic	Key Concepts
Spouse or Adult System Areas of functioning include:	
1. Emotional Gratification	Expressions of love. Feeling comfortable with what each one is receiving and giving. The need for emotional gratification is very different for different individuals. In this area, as well as the remaining areas of functioning in this system, the critical factor is what the individual adults are expecting or looking for compared to whether their expectations are fulfilled and they get what they need/want from the other adult.
2. Family Ideal	Refers to the aims, goals, idealized patterns that each adult has about what his family is going to mean, accomplish or carry out.

This area determines how the family will relate to friends, relatives, and the community where they live.

A family ideal might include the following scenario...Sundays are spent together, with the family going to church and then all family members gather for a home cooked lunch. If one adult believes in that ideal and another was not reared that way, conflict may arise. Thus, we can see areas where the family exhibits strengths in functioning and areas where there may be problems.

In a single parent family this area (and other areas) become the primary responsibility of the single adult to communicate and enforce the family ideals. This person, however, may not have to struggle with what the ideals will be as in a two parent family.

3. Child Rearing

Here we are not concerned about what each adult does as a parent, rather, how each sees the others responsibility in relation to planning for and rearing children. For example, who will make what decisions; who has power to defer; who decides under what circumstances.

A woman who views her eight year old son as fragile and in need of protection from a neighborhood bully may be quite concerned about the father's view that the boy should fight back (as a means of exposure for the boy to become strong and self-sufficient).

Authorities on child rearing don't always agree as to what child rearing methods are "best."

What is truly important in this functional area is--does the father see his role and the role of the mother in a way that is compatible with how the mother sees her role and the role of the father.

4. Economic

The planning/disbursement of economic resources, i.e., can or will we buy a lawn mower/egg beater/TV and who gets to pick it out; who worries about the bills; who worries about mismanagement of funds.

In this area society begins to play a key role in dictating clear concepts, i.e., you must pay bills; yet not everything around who and how is as black or white, right or wrong.

5. Home Maintenance

"Expectations" again are a critical factor, i.e., if I clean the house, I expect a compliment on how good it looks; or that you will help to keep it clean; or I will clean the house if you mow the lawn. In other words, I expect that that is your job and this is my job.

6. Breadwinning

This area explores:

- who will work/stay at home
- who will earn the wage/salary
- what does the wage earner expect the other adult to be doing as a result (i.e., having breakfast ready, packing the wage earners lunch, having dinner ready at 6:00 PM)

Again, as in previous areas, it is critical to ask:

- Are individuals comfortable/ anxious/fearful/ angry about their roles?

General Comments about Family Systems

Systems refer to responsibilities.

Each system is interdependent and affects each other system.

Areas of functioning can be areas of strength or concern.

Functions are not solely one person's responsibility.

How people work out the areas of functioning depends upon:

- need
- expectation
- personality
- individual point of view they get as they grow up

Functions/systems should not be judged based on cultural patterns but rather on the balance between what needs to happen, and what happens and an individual's level of comfort in fulfilling roles/responsibilities and having expectations met.

Encourage questions/discussions related to the lecturette. Summarize that this presentation is but one way of understanding or viewing a family. The family is a very complex operation. The items presented are only a portion of the common and very important parts of these complex operations.

TAKE A BREAK!

SIBLING SYSTEM ACTIVITY

In order to get a more indepth look at the complexity involved in one particular system, prepare the group for the following activity relating to the Sibling System.

- Participants should already be seated in the following groupings:

    only children
    oldest children
    middle children
    youngest children

- Have participants arrange chairs in small circles with their respective group members.

- If groups are larger than 6-7 people, subdivide the group to facilitate small group discussion.

- Each group is to discuss, record on flip chart paper and assign a group reporter regarding the group's collective roles/responsibilities in the family, as well as how it perceives the roles of the other two groups. That is:

    Oldest children should discuss their roles/responsibilities and record this on one flip chart paper; on a second flip chart paper they should record their discussions about how they perceive the roles/responsibilities of the youngest child and then the middle child.

    Middle children should discuss/record their roles/responsibilities and their perceptions relating to oldest and youngest children.

    Youngest children likewise discuss/record their role and their perceptions of the middle and oldest children.

    Only children should record their role in the family and should explore how they related to children outside of the family. They might also want to discuss the areas of functioning within the Sibling System and how those areas impact on them as only children.

Allow groups 35 minutes for their discussions. If additional time is available for the total workshop, the length of time for this particular activity may be increased. After groups have completed their tasks, provide a total of 30 minutes for all groups to report on their discussions using flip chart recordings.

Make comparative comments about how people perceived themselves and others and what was similar or different about the perceptions of each group--that is, the oldest, middle, youngest, only child groups.

This exercise should point out the complexities within the system as well as differences related to role functioning, expectations and perceptions.

SYSTEMS TEHEORY AND THE HELPING RELATIONSHIP

Our helping relationship with families can be enhanced by our knowledge and use of the systems theory information. It provides us with an additional viewpoint of:

- what systems are complete/incomplete
- what areas of functioning appear to be at a comfortable/uncomfortable level--thus becoming areas of strength and areas for growth

Hold a brief brainstorming experience with participants, generating ideas on how the session information can be used on the job. Some of their ideas might include:

- a means of communicating with families about areas of strength/concern and sharing that within all families there are things going well and things going not so well.

- the preceding item can be useful to the family needs assessment process and may give the helper ideas for family action planning (areas for growth as well as areas that are successful and, therefore, motivational for parents to work on other areas)

- do a parent education session on the systems theory

- provides a clearer understanding of a very complex operation, thus making the worker more empathetic to individual situations and their cause and effect

List additional participant responses:

-
-
-
-

SUMMARY/EVALUATION

Topic	Key Concepts
Summary	Review that during the workshop participants: • examined basic systems that make up a family • explored relationships and responsibilities within the parent-child, sibling, and spouse or adult system • discussed the implications of family systems theory on working with families
Evaluation	Allow participants time to discuss their reactions to the information presented, activities employed, usefulness of content, need for additional information, etc.

HANDOUT #1

BASIC FAMILY SYSTEMS NOTE TAKING GUIDE

PARENT-CHILD SYSTEM

includes the responsibility, interaction and responses that relate to the adults rearing the children and preparing them for life

SIBLING SYSTEM

includes the relationship between the children

SPOUSE OR SYSTEM

husband-wife or adult to adult relationship

AREAS OF FUNCTIONING WITHIN THE PARENT-CHILD SYSTEM

1. NURTURING

2. PROTECTION

3. EDUCATION

4. DEVELOPING A SENSE OF IDENTITY

AREAS OF FUNCTIONING WITHIN THE SIBLING SYSTEM

1. TEACHING

2. LEARNING

3. SUPPORT

AREAS OF FUNCTIONING WITHIN THE SPOUSE OR ADULT SYSTEM

1. EMOTIONAL GRATIFICATION

2. FAMILY IDEAL

3. CHILD REARING

4. ECONOMIC

5. HOME MAINTENANCE

6. BREADWINNING

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Prevention . . . For the Health of It

by Debra Hawks

PREVENTION...FOR THE HEALTH OF IT

(A Training Module on Health Promotion and Wellness)

OVERVIEW

This 3-1/2 hour workshop is designed for 25-30 people who are early childhood education staff (e.g., health coordinators, teachers, parent involvement coordinators) or parents of preschoolers. It uses small and large group activities, lecturettes, case studies, discussions, an aerobic exercise break, and measurement of heart rate. The workshop focuses on the basic elements of wellness and lifestyle and the principles of changing health habits.

Learning Objectives

- to increase participant's knowledge of wellness and health promotion/disease prevention
- to assess participant's lifestyle, evaluate which habit(s) pose health risk(s), and develop strategies for change
- to enhance participant's understanding of the process involved in behavior change
- to provide an update on wellness resources for preschoolers and adults

Agenda

Introduction
Objectives
Warm-Up
Health Risk Appraisal
Wellness
Health Promotion
Worksite Wellness
Break - Refreshercize
Parent's and Children's Habits
Principles of Behavior
Behavior Change
Case Studies
Summary
Evaluation

Materials Needed

3 flip chart stands
3 newsprint pads
3 magic markers

Watch with a second hand
Pens/Pencils
Masking tape

PROCEDURES

Approximate Time	Activity
10 minutes	Greet participants. Provide an Introduction (see page 3) and overview of the agenda including guidelines for breaks and refreshments. Establish objectives via procedure on page 4.
10 minutes	Conduct warm-up activity on page 5.
15 minutes	Conduct Health Risk Appraisal (see page 6) using Handout #1, "Healthstyle...A Self-Test."
30 minutes	Discuss Wellness using Key concepts on page 8 and Handout #2.
10 minutes	Present the Health Promotion Process on page 10 using Handout #3.
20 minutes	Discuss Worksite Wellness (see page 12) using Handout #4.
15 minutes	BREAK - Conduct Refreshercize Break. See page 13. Refer to Handout #5.
15 minutes	Present the lecturette, The Effect of Parents' Habits on Their Children's Health Habits. See page 15.
10 minutes	Present the lecturette Principles of Behavior on page 16, using Handout #6.
60 minutes	Discuss the Lecturette on Behavior Change using Key Concepts on page 17 and Handout #6. Conduct Behavior Change Case Study Activity on page 20, using Handout #7.
10 minutes	Summary/Evaluation

INTRODUCTION

Your lifestyle, that is, what you regularly practice in your daily pattern of living can either strengthen or weaken your health status. The foods you choose to eat, your level of physical activity, how you manage stress, and your use of tobacco, alcohol or drugs all affect the quality of your life and health. Your present state of well-being and your lifelong wellness are largely determined by these daily behaviors.

According to the Center for Disease Control, 51% of the life years lost by Americans before age 75 can be directly attributed to lifestyle. Chronic disease development is primarily influenced by personal health behavior.

Seven out of the ten leading causes of death in the United States are related to lifestyle, including heart disease, cancer, accidents, diabetes, suicide, liver disease and arteriosclerosis. Our national health care bill exceeds a staggering $300 billion annually.

These leading killer diseases could be greatly reduced by changes in lifestyle to control weight, control high blood pressure, not smoke, exercise regularly, practice good nutrition, and manage stress.

By age five, the foundation on which future health behavior is based has already been established. Research indicates that children as young as three years of age have developed definite attitudes towards such topics as hygiene, nutrition, smoking and sleep. Thus, health education should address young children in a multidimensional manner, i.e., physically, mentally, and socially and should present ideas and activities that affect the health knowledge, attitudes and behaviors of preschoolers. Thus, children will develop skills that enable them to affect their own quality of life.

OBJECTIVES

Procedure:

Ask participants what they expect to achieve by attending this workshop. State that the workshop is geared to the needs of the group, but that the needs have to be clearly identified first in order to be addressed. Encourage participation from all group members. Write the participant responses on newsprint.

Present the objectives listed on page 1, if not already mentioned, and determine if the group feels that these objectives are appropriate for their needs. If not, delete or modify according to the group concensus and write down on the list. Have the group select the top three priorities and number them 1, 2 and 3 respectively. Have a show of hands on whether the group feels that these are the objectives to aim for in the workshop. If so, state that you will focus the workshop accordingly and ask the group to monitor this with you during the workshop. Post this newsprint for reference later in the workshop.

Materials Required:

Newsprint
Magic marker
Masking tape
Easel

WARM-UP

Objective:

To provide a climate by which to discuss the lifestyles and personal habits of participants.

Procedure

Instruct participants to pair up with a partner for this exercise (e.g., the person to their right). Have each person briefly think of an answer to the statement "I have a positive (or good) health habit of ___________." Partner A from the pair will state and describe this positive habit with Partner B for one minute. Then, Partner B from the pair will state and describe his/her positive habit with Partner A for one minute. Facilitator will monitor the time and announce when one minute is up. Follow the same procedure with the same partners, but use the statement "I have a negative (or bad) health habit of ____________."

Discussion Questions:

1. How do you define a "positive" health habit? Ask for examples from the group.
2. How do you define a "negative" health habit? Ask for examples from the group.
3. Why do you practice this positive, healthy habit? Why do you practice this negative, unhealthy habit? (Answers should be "it makes me feel good," "I enjoy it," "it helps me relax," "my family wants me to," etc.)

Materials

Watch with a second hand.

HEALTH RISK APPRAISAL

Before a general discussion of healthy lifestyles can occur, individuals need to be aware of their own lifestyle and determine their own positive and negative habits. This serves as an excellent motivational exercise.

Distribute Handout #1 and have each participant complete according to the directions below as accurately and honestly as possible. Remind the group that this is a confidential exercise.

Directions:

> This is not a pass-fail test. Its purpose is simply to tell you how well you are doing to stay healthy. The behaviors covered in the test are recommended for most Americans. Some of them may not apply to persons with certain chronic diseases or handicaps. Such persons may require special instructions from their physician or other health professional.
>
> You will find that the test has six sections: smoking, alocohol and drugs, nutrition, exercise and fitness, stress control, and safety. Complete one section at a time by circling the number corresponding to the answer that best describes your behavior (2 for "Almost Always", 1 for "Sometimes", and 0 for "Almost Never"). Then add the numbers you have circled to determine your score for that section. Write the score on the line provided at the end of each section. The highest score you can get for each section is 10.
>
> After you have figured your scores for each of the six sections, circle the number in each column that matches your score for that section of the test.
>
> Remember, there is no total score for this test. Consider each section separately. You are trying to identify aspects of your lifestyle that you can improve in order to be healthier and to reduce the risk of illness.

Once completed, have a show of hands for the number of participants with the top-ranking scores in each of the six categories. Have the group give these participants a round of applause. Ask for a show of hands for each of the remaining lower score categories.

Discussion Questions:

1. Did you already know your "unhealthy" lifestyle(s) before you took the test? Did this test help to clarify? Did you already know your "healthy" lifestyle(s) before taking this test?

2. Ask for an example of a healthy habit and have the participant describe the duration, frequency, why s/he practices this habit, with whom, where, and how s/he feels before and after. Do the same for an unhealthy habit. (Example: "I've been doing aerobic dance three times a week at the community center for seven months. I go right after work with a friend. Before I go to exercise, I feel very tense but afterwards I feel relaxed and my muscles are tight. I started exercising to lose weight, and I've lost six pounds.)

3. Who knows a person who has a negative lifestyle which is currently impairing his/her health? Example: Do you have a friend or relative who is overweight and diabetic? Does this person know that this habit is having a negative effect on his/her health? Why do you think that s/he doesn't change his/her lifestyle?

4. Who has an unhealthy habit which s/he doesn't want to change but his/her doctor or family wants him/her to change? Describe and have participant explain why s/he hasn't changed this habit.

   Conclude the discussion by stating that just by knowing which habits are healthy and unhealthy is not enough. Habits are maintained for many reasons, and just knowing that a habit is bad for you oftentimes is not enough reason to change it because of all of the other factors involved in habits. Making changes in habits requires more than just information. This workshop will describe the process of lifestyle habit changes.

WELLNESS

Participants should be familiar with the following Key Concepts in order to make lifestyle changes.

Topic	Key Concepts
Lifestyle	Wellness is a way of life - a lifestyle you design to achieve your highest potential for well-being. Lifestyle consists of the regular actions a person is able to control, i.e., exercise, diet, management of stress, use of chemical substances, and perception of the environment. Lifestyle is one of the most important factors affecting health.
Wellness	Wellness may be divided into five dimensions: 1. fitness 2. stress management 3. nutritional awareness 4. environmental sensitivity 5. self-responsibility Self-responsibility is probably the most important dimension because it promotes the awareness that each individual determines the quality of his/her life. Without that awareness, a person would most likely not be motivated to practice the other four dimensions of wellness. It is each person's individual responsibility to make choices each day to improve the quality of his/her life.
Illness vs Wellness	Distribute Handout #2. Illustrate the Illness/ Wellness continuum on newsprint or a blackboard. This illness/wellness continuum describes optimal health or high level wellness. Traditionally, being healthy is thought to be free from

disease and that if you are not sick then you are healthy. However, health is much more than the absence of illness. The absence of illness is only where health begins. To be really healthy is to feel and look great and to have optimum energy. This is optimum health, or wellness. To move toward wellness, there is a continuous process involving three steps: awareness, education, and growth.

Awareness

Each individual has the responsibility to evaluate and become aware of what is or is not positive in his/her own life.

Education

Through education, such as today's workshop, the individual can then explore options available for change.

Growth

Personal growth results when those options--successful or unsuccessful --are used for the learning process.

Disease

Over time, a lack of wellness can lead to degeneration of critical body functions and an increased risk of development of major health problem(s) such as heart disease, stroke, cancer, diabetes, cirrhosis, and lung disorders.

Prevention

Development and/or worsening of these diseases can be prevented by a positive lifestyle. By exercising one hour three times a week, eating and drinking well, and not smoking or misusing drugs, you may raise your physical, mental and emotional efficiency 20-50 percent, increase your energy production 50-200 percent, and greatly reduce your risk of ill health. For example, an overweight person with diabetes who uses insulin can reduce the dose of insulin or can stop taking insulin completely by losing enough body fat.

Life Span

Researchers say the average human life span should be about 100 to 110 years but humans are not living to their full life span because of a lack of wellness. The Hunzas in the Soviet Union practice positive health habits and live to be 100 years of age or some say even 150 years old. These people never overeat; seldom eat sweets; eat many garden-fresh unprocessed fruits and vegetables; drink wine but not liquor; laugh easily; value harmony in personal relationships over wealth, status and achievement; start working young and continue into old age; and have a closely knit society and family.

DISCUSSION

Question	Key Concepts
What healthy lifestyle habits are included in the five categories of wellness; i.e., fitness, stress management, nutrition, environmental sensitivity, and self-responsibility?	Have the group brainstorm. List the habits on newsprint under the appropriate wellness category. Refer to Handout #2 and add any items not volunteered by the group.

HEALTH PROMOTION PROCESS

Refer to Handout #3 and present the following information. Have group volunteer examples for each category.

Topic	Key Concepts
Target Group	Examples are early childhood education staff, parents of preschoolers and preschoolers whose needs all have to be individually assessed.
Lifestyle Problem Identification	Examples of health appraisals are the written quiz "Healthstyle" on lifestyle and the assessment of office healthiness. Examples of screening are most health fairs and many health services, i.e., vision screening, physical examination, dental screening, etc. It is important to note that this is only the first step and unless screening is followed by the subsequent action

	steps, then screening is worthless. Why assess a problem and not provide solutions?
Results Session	Screenings and appraisals produce both positive and negative results. Both should be highlighted with the individual.
Referral Action	Once a lifestyle problem(s) has been identified, appropriate action should follow immediately. Since the person was motivated enough to evaluate his/her health status, s/he most likely is motivated to improve and/or maintain a healthy lifestyle. Referral to a counselor, group, program, or health organization should be made if health promotion activities are not provided by the assessor.
Follow-up	Further assessment of the lifestyle problem should occur on a regular basis to determine improvement and change. The health promoting activities will need to be continued in some manner in order for the lifestyle problem to remain resolved and to provide support.

WORKSITE WELLNESS
OR
"DOES YOUR OFFICE MAKE YOU SICK"

Persons who work full-time spend an average of 50 hours a week in an occupation, which is one-third of their life span. So, healthy lifestyle is just as important on the job as it is at home.

Administer the quiz "Does Your Office Make You Sick", Handout #4.

Once completed, ask participants with the highest scores (0-7) to discuss the level of wellness and how it is achieved in the organization. For the participants scoring in the other two categories, describe major problems and brainstorm solutions. As a starting point, describe an office setting with a high number of overweight employees who are attempting to lose weight. All of the office meetings and social functions include high-calorie foods which pose problems for these employees. Solution: an organizational "rule" is made among the staff and administration to not serve food during meetings and to only serve low-calorie food at social gatherings.

Worksite wellness programs are available from many companies and organizations. An example is Heart at Work by The American Heart Association and Lifesteps by the National Dairy Council.

REFRESHERCIZE BREAK

Explain resting heart rate and target heart rate using Handout #5. Determine that participants have been sitting calmly for five minutes. Ask them to take their resting heart rate and record.

Have participants calculate their target heart rate using the formula on Handout #5 and record.

Conduct the following exercises with the group while seated or standing in front of their chairs or in a circle. Playing music will make this much more enjoyable. The first six exercises are designed to be done on the job or during a break to lessen tension and fatigue and to increase circulation and muscle tone.

On The Job Exercises

You don't have to have a gym, the latest sweats and an hour of free time to benefit from exercise. Here are simple exercises you can do right on the job or during break to lessen tension and tiredness and increase circulation and muscle tone:

Hold it. Tighten your stomach muscles and hold briefly. Can be done seated or standing. Do it frequently during the day, maybe on the quarter hour or whenever you complete a repeated task or every time you hear a certain common word.

Keep on tuckin'. Tighten your buttocks and hold. Repeat throughout the day. Can be done seated or standing.

On your toes. Seated or standing with feet together, roll up your toes and hold. Good for circulation in the legs, as is this next one.

Lift off. Seated, stretch legs forward and lift feet several inches off floor and hold.

Push/pull. Seated or standing, bring hands to chest height with palms together, push steadily, relax and repeat. Then grasp wrists and pull steadily, relax and repeat. Tones muscles and helps relieve tension in shoulders and back.

Rock and roll. Seated or standing, rock your head slowly down your chest, then back with chin pointing up. Repeat several times, then rock head from side to side, ear toward shoulder, repeat. Next combine into a relaxing slow roll 365 degrees in one direction, then the other. This oldie but goodie relieves shoulder, neck and facial tension and heads off or soothes headaches.

Aerobic Break

Head and Neck 1) Head Flexion and Extension (chin to chest)
2) Head rotation in alternate directions - chin held level

Upper Extremities 1) Arm swings - forward, backward, sideward
2) Arm circles - forward, backward
3) Overhead reach, alternate arms

Trunk 1) Sideward trunk bends, both sides, hold wrist
2) Trunk twist (shoulders level, hands on hips)

Lower Extremities 1) hop five (5) left. five (5) right
2) run, walk in place

As soon as participants complete the last exercise for lower extremities, have them walk in place and find their pulse rate. Count only for 6 seconds and multiply by 10 to get target heart rate. Ask participants if they achieved their target heart rate. Compare their target heart rate to their resting heart rate. Describe that regular aerobic exercise will serve to lower resting heart rate.

LECTURETTE

THE EFFECT OF PARENTS' HABITS ON THEIR CHILDREN'S HEALTH HABITS

Present the following lecturette:

Health habits run in families, which can be either positive or negative depending on whether the child is raised by parents with healthy or unhealthy lifestyles. In the unhealthy cases, parents will create an environment in which children acquire bad habits. And, when parents are motivated to practice a healthy lifestyle, their children will acquire these positive habits.

Research shows that two normal weight parents have a 20% chance of having an overweight child. When one parent is overweight, the chances of having an overweight child increase to 40%. And, when both parents are overweight, the chances increase to 80% that their child will be overweight. Overweight is primarily due to environment, i.e., poor eating habits, and not due to genetics. These habits learned early in life often endure later in life. The chances are twenty to one that an overweight child will ever be a normal weight adult.

Childhood experiences influence a person's very identity, self-concept and thus the selection of health habits. Most health habits are already established by the age of three or four! By age five, the foundation on which future health behavior is based has already been established. Research indicates that children as young as three years of age have developed definite attitudes towards such topics as hygiene, nutrition, smoking and sleep.

Habits maintained since childhood have been practiced thousands of times by the later years. A person has eaten 30,000 meals and countless snacks by age 30. This is a lot of practice of good or bad habits that were acquired in childhood.

So, two important points to remember are that habits learned early in life persist with great endurance, so establishing healthy habits in children is of the utmost importance. Secondly, parents play a major role in what these habits will be. Parents should be encouraged and supported to change their own unhealthy habits in order to provide a good role model and foundation for children's habits. The same holds true for early childhood education staff, who also serve as role models to preschoolers.

DISCUSSION

Determine how many participants have children or are in close contact with children through their job or family. Ask them to refer to the health appraisal test (Handout #1) and identify unhealthy lifestyle habits which they practice. Do they see any of these same unhealthy habits being practiced by these children? Which habits? Discuss briefly with group.

LECTURETTE

PRINCIPLES OF BEHAVIOR

Review the concepts of behavior, reinforcement, positive reinforcers, and negative reinforcers on Handout #6.

DISCUSSION

1. Ask participants to brainstorm examples of positive reinforcers for healthy (positive) habits. List on flip chart. Refer to the positive habits participants described in the warm-up activity (see page 5). An example is the behavior of physical exercise which is positively reinforced by supportive comments from family and friends about improved physical appearance.

2. Brainstorm examples of positive reinforcers for unhealthy (negative) habits. Refer to the negative habits described in the warm-up activity (see page 5). An example is the behavior of overeating which is positively reinforced by food because of its pleasing taste and appearance.

3. Discuss how society, family, co-workers and friends can exert influences which perpetuate unhealthy habits. An example is a person trying to lose weight who is tempted with food prepared "especially for him/her" by a relative, and coerced into thinking that s/he needs to eat the food in order to please the relative. The positive reinforcement for eating this food is the approval of the relative when the person trying to lose weight eats and praises the food.

Materials

Flip chart stand
Newsprint
Magic marker

LECTURETTE

BEHAVIOR CHANGE

Present the following; refer to Handout #6 "Key Steps in Changing Lifestyle Habits (Behavior)."

TOPIC	KEY CONCEPTS
Behavior Change	The failures that people experience in attempting to bring about lasting change in their lifestyle are less a result of people's resistance to change than they are the result of the lack of effectiveness of the change processes that they use.
Laws of Learning	The laws of learning that influence all habit formation are 1) the law of readiness - a person must be physically and psychologically ready to learn; 2) the law of effect - people will repeat activities which are satisfying (reinforcing) and will not repeat those experiences which are not satisfying and 3) the law of frequency - repetition is important in learning and in enforcing behaviors.
Steps in Behavior Change	Key steps in changing habits are:
1) Increase motivation	(See steps 1 and 2 on Handout #6.) Identify good health habits that you want to begin and/or poor health habits that you want to stop. Decide which one is the most important and in which you believe you can succeed. Describe this lifestyle behavior and reasons for change.
2) Environment	(See step 2 on Handout #6.) Determine how your environment will affect your decision to change your lifestyle habit. Become aware of the positive and negative influences that society, your family, friends,

	co-workers, and other groups will exert on your decision and this lifestyle habit change. The positive influences will aid you as you make your changes. You will want to try to change or to avoid the negative influences. Examples: 1. My family will encourage this lifestyle change (positive influence). 2. My co-workers will not support this lifestyle change (negative influence). 3. Social functions will hinder this lifestyle change (negative influence).
3) Keep records	(See step 3 on Handout #6.) Learn about your new "habit" by obtaining accurate, relevant information about the habit in general. Secondly, obtain personal information about this habit through weekly record-keeping in terms of frequency, location, person(s) you practice this behavior with, mood, situations which trigger this behavior, duration of the behavior, and consequences of the behavior.
4) Set specific objectives	(See step 4 on Handout #6.) Identify specific objectives and target strategies that will help you reach your goal. Lifestyle habits are complex patterns of behavior and so the process of change needs to be broken down into small, achievable steps. To achieve an effective, lasting change, a person needs to develop a step-by-step process. An extremely important element is to avoid setting unrealistic, unattainable goals. Each goal or step needs to be able to be achieved by the person, especially the first goal. The problem with many lifestyle change plans is that the goals are too difficult, are not easily achieved, and thus the person feels a sense of failure and gives up the lifestyle change. Again, be very specific in stating these objectives. Some helpful ways to change behaviors are to decrease the frequency of the behavior gradually until it diminishes. Example: The problem behavior is snacking on

inappropriate foods five times a day. To change this behavior, the first goal is to snack on inappropriate foods only four times a day for one week, and then three times a day for one week, etc.

5) Take action	Refer to Handout #6, steps 5-11.

DISCUSSION

1. What are examples of each action strategy (item #5 above) which participants have utilized in changing habits? Discuss each briefly and how they worked successfully/unsuccessfully. Refer to habits discussed in Warm-up Activity. (See page 5.)

BEHAVIOR CHANGE

CASE STUDIES

Divide participants into three small groups. Assign each group one of the three case studies from Handout #7. Each group should have a different case study. Allow the groups 10 minutes to brainstorm the following. Each group should elect a person to record information on newsprint.

1. Identify positive, successful elements of the behavior change.
2. Identify negative, unsuccessful elements of the behavior change.
3. Suggest strategies for change specific to this behavior using Handout #6.

Have each group spokesperson report on his/her case study and findings. After the third group has presented, discuss briefly with the group at large.

Materials: Three easels
Three newsprint pads
Three magic markers

SUMMARY AND EVALUATION

Topic	Key Concepts
Summary	Review that during the session participants: • identified healthy and unhealthy lifestyle patterns • learned the elements of wellness both at home and in the workplace • practiced resting heart rate and target heart rate measurements and their role in aerobic exercise • identified the principles of behavior reinforcement and modification • discussed and devised behavior change strategies
Conclusion	Conclude by stressing: Healthy and unhealthy habits have already developed in most preschoolers. Changing these unhealthy habits also requires working with the parents and early childhood education staff to modify their unhealthy habits, so as not to serve as poor role models. The principles of behavior change are the same for all health habits and apply to both adults and preschoolers.
Evaluation	To assess achievement of workshop objectives, refer to flip chart outlining workshop objectives. (See page 4.) Check with the group on how completely it feels these objectives were met.
Evaluation	Participant's knowledge of the behavior change process in wellness

can be assessed by: 1. the Behavior Change Case Study Activity on page 20 (Handout #7); 2. the Behavior Change discussion from the Behavior Change Lecture on page 17; and 3. the discussion and examples provided for categories of wellness on page 8 from the presentation on Wellness.

HANDOUTS

1 - Healthstyle, A Self-Test

2 - Wellness

3 - Health Promotion

4 - "Does Your Office Make You Sick"

5 - Refreshercize

6 - Behavior Change

7 - Behavior Change Case Studies

Handout #1

healthstyle a self-test

All of us want good health. But many of us do not know how to be as healthy as possible. Health experts now describe *lifestyle* as one of the most important factors affecting health. In fact, it is estimated that as many as seven of the ten leading causes of death could be reduced through common-sense changes in lifestyle. That's what this brief test, developed by the Public Health Service, is all about. Its purpose is simply to tell you how well you are doing to stay healthy. The behaviors covered in the test are recommended for most Americans. Some of them may not apply to persons with certain chronic diseases or handicaps, or to pregnant women. Such persons may require special instructions from their physicians.

Cigarette Smoking

If you never smoke, enter a score of 10 for this section and go to the next section on *Alcohol and Drugs*.

	Almost Always	Sometimes	Almost Never
1. I avoid smoking cigarettes.	2	1	0
2. I smoke only low tar and nicotine cigarettes *or* I smoke a pipe or cigars.	2	1	0

Smoking Score:__________

Alcohol and Drugs

	Almost Always	Sometimes	Almost Never
1. I avoid drinking alcoholic beverages *or* I drink no more than 1 or 2 drinks a day.	4	1	0
2. I avoid using alcohol or other drugs (especially illegal drugs) as a way of handling stressful situations or the problems in my life.	2	1	0
3. I am careful not to drink alcohol when taking certain medicines (for example, medicine for sleeping, pain, colds, and allergies), or when pregnant.	2	1	0
4. I read and follow the label directions when using prescribed and over-the-counter drugs.	2	1	0

Alcohol and Drugs Score:__________

Eating Habits

	Almost Always	Sometimes	Almost Never
1. I eat a variety of foods each day, such as fruits and vegetables, whole grain breads and cereals, lean meats, dairy products, dry peas and beans, and nuts and seeds.	4	1	0
2. I limit the amount of fat, saturated fat, and cholesterol I eat (including fat on meats, eggs, butter, cream, shortenings, and organ meats such as liver).	2	1	0
3. I limit the amount of salt I eat by cooking with only small amounts, not adding salt at the table, and avoiding salty snacks.	2	1	0
4. I avoid eating too much sugar (especially frequent snacks of sticky candy or soft drinks)	2	1	0

Eating Habits Score:__________

Exercise/Fitness

	Almost Always	Sometimes	Almost Never
1. I maintain a desired weight, avoiding overweight and underweight.	3	1	0
2. I do vigorous exercises for 15-30 minutes at least 3 times a week (examples include running, swimming, brisk walking).	3	1	0
3. I do exercises that enhance my muscle tone for 15-30 minutes at least 3 times a week (examples include yoga and calisthenics).	2	1	0
4. I use part of my leisure time participating in individual, family, or team activities that increase my level of fitness (such as gardening, bowling, golf, and baseball).	2	1	0

Exercise/Fitness Score:__________

Stress Control

	Almost Always	Sometimes	Almost Never
1. I have a job or do other work that I enjoy.	2	1	0
2. I find it easy to relax and express my feelings freely.	2	1	0
3. I recognize early, and prepare for, events or situations likely to be stressful for me.	2	1	0
4. I have close friends, relatives, or others whom I can talk to about personal matters and call on for help when needed.	2	1	0
5. I participate in group activities (such as church and community organizations) or hobbies that I enjoy.	2	1	0

Stress Control Score:__________

Safety

	Almost Always	Sometimes	Almost Never
1. I wear a seat belt while riding in a car.	2	1	0
2. I avoid driving while under the influence of alcohol and other drugs.	2	1	0
3. I obey traffic rules and the speed limit when driving.	2	1	0
4. I am careful when using potentially harmful products or substances (such as household cleaners, poisons, and electrical devices).	2	1	0
5. I avoid smoking in bed.	2	1	0

Safety Score:__________

What Your Scores Mean to YOU

Scores of 9 and 10

Excellent! Your answers show that you are aware of the importance of this area to your health. More important, you are putting your knowledge to work for you by practicing good health habits. As long as you continue to do so, this area should not pose a serious health risk. It's likely that you are setting an example for your family and friends to follow. Since you got a very high test score on this part of the test, you may want to consider other areas where your scores indicate room for improvement.

Scores of 6 to 8

Your health practices in this area are good, but there is room for improvement. Look again at the items you answered with a "Sometimes" or "Almost Never." What changes can you make to improve your score? Even a small change can often help you achieve better health.

Scores of 3 to 5

Your health risks are showing! Would you like more information about the risks you are facing and about why it is important for you to change these behaviors. Perhaps you need help in deciding how to successfully make the changes you desire. In either case, help is available.

Scores of 0 to 2

Obviously, you were concerned enough about your health to take the test, but your answers show that you may be taking serious and unnecessary risks with your health. Perhaps you are not aware of the risks and what to do about them. You can easily get the information and help you need to improve, if you wish. The next step is up to you.

YOU Can Start Right Now!

In the test you just completed were numerous suggestions to help you reduce your risk of disease and premature death. Here are some of the most significant:

Avoid cigarettes. Cigarette smoking is the single most important preventable cause of illness and early death. It is especially risky for pregnant women and their unborn babies. Persons who stop smoking reduce their risk of getting heart disease and cancer. So if you're a cigarette smoker, think twice about lighting that next cigarette. If you choose to continue smoking, try decreasing the number of cigarettes you smoke and switching to a low tar and nicotine brand.

Follow sensible drinking habits. Alcohol produces changes in mood and behavior. Most people who drink are able to control their intake of alcohol and to avoid undesired, and often harmful, effects. Heavy, regular use of alcohol can lead to cirrhosis of the liver, a leading cause of death. Also, statistics clearly show that mixing drinking and driving is often the cause of fatal or crippling accidents. So if you drink, do it wisely and in moderation. *Use care in taking drugs.* Today's greater use of drugs—both legal and illegal—is one of our most serious health risks. Even some drugs prescribed by your doctor can be dangerous if taken when drinking alcohol or before driving. Excessive or continued use of tranquilizers (or "pep pills") can cause physical and mental problems. Using or experimenting with illicit drugs such as marijuana, heroin, cocaine, and PCP may lead to a number of damaging effects or even death.

Eat sensibly. Overweight individuals are at greater risk for diabetes, gall bladder disease, and high blood pressure. So it makes good sense to maintain proper weight. But good eating habits also mean holding down the amount of fat (especially saturated fat), cholesterol, sugar and salt in your diet. If you must snack, try nibbling on fresh fruits and vegetables. You'll feel better—and look better, too.

Exercise regularly. Almost everyone can benefit from exercise—and there's some form of exercise almost everyone can do. (If you have any doubt, check first with your doctor.) Usually, as little as 15-30 minutes of vigorous exercise three times a week will help you have a healthier heart, eliminate excess weight, tone up sagging muscles, and sleep better. Think how much difference all these improvements could make in the way you feel!

Learn to handle stress. Stress is a normal part of living; everyone faces it to some degree. The causes of stress can be good or bad, desirable or undesirable (such as a promotion on the job or the loss of a spouse). Properly handled, stress need not be a problem. But unhealthy responses to stress—such as driving too fast or erratically, drinking too much, or prolonged anger or grief—can cause a variety of physical and mental problems. Even on a very busy day, find a few minutes to slow down and relax. Talking over a problem with someone you trust can often help you find a satisfactory solution. Learn to distinguish between things that are "worth fighting about" and things that are less important.

Be safety conscious. Think "safety first" at home, at work, at school, at play, and on the highway. Buckle seat belts and obey traffic rules. Keep poisons and weapons out of the reach of children, and keep emergency numbers by your telephone. When the unexpected happens, you'll be prepared.

Where Do You Go From Here:

Start by asking yourself a few frank questions: *Am I really doing all I can to be as healthy as possible? What steps can I take to feel better? Am I willing to begin now?* If you scored low in one or more *sections* of the test, decide what changes you want to make for improvement. You might pick that aspect of your lifestyle where you feel you have the best chance for success and tackle that one first. Once you have improved your score there, go on to other areas.

If you already have tried to change your health habits (to stop smoking or exercise regularly, for example), don't be discouraged if you haven't yet succeeded. The difficulty you have encountered may be due to influences you've never really thought about—such as advertising—or to a lack of support and encouragement. Understanding these influences is an important step toward changing the way they affect you.

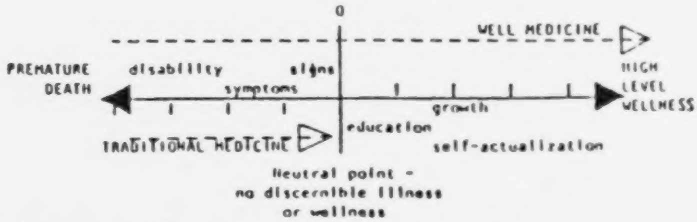
There's Help Available. In addition to personal actions you can take on your own, there are community programs and groups (such as the YMCA or the local chapter of the American Heart Association) that can assist you and your family to make the changes you want to make. If you want to know more about these groups or about health risks, contact your local health department or the National Health Information Clearinghouse. There's a lot you can do to stay healthy or to improve your health—and there are organizations that can help you. Start a new HEALTHSTYLE today!

For assistance in locating specific information on these and other health topics, write to the National Health Information Clearinghouse.

National Health Information Clearinghouse
P.O. Box 1133
Washington, D.C. 20013

WELLNESS

Wellness is a way of life--a lifestyle you design to achieve your highest potential for well-being. Your lifestyle consists of the actions you are able to control, such as how you exercise. The traditional view of health and medicine is to be free from disease, but wellness is much more than just being healthy (wellness vs. illness). There are three steps in the continuous process of achieving wellness--awareness, education and growth. Each individual has the responsibility to become aware of and evaluate what is or is not positive in his/her lifestyle. Through formal or informal education, the individual can explore avenues for change. Personal growth results when those options--successful or unsuccessful--are used for the learning process.


0
WELL MEDICINE
PREMATURE DEATH
disability
signs
symptoms
HIGH LEVEL WELLNESS
growth
education
self-actualization
TRADITIONAL MEDICINE
Neutral point - no discernible illness or wellness

Well medicine begins at any point on the scale with the goal of helping a person to move as far to the right as possible. (Travis, 1977)

According to Donald Ardell, a well-known expert in wellness, wellness may be divided into five dimensions--fitness, stress management, nutritional awareness, environmental sensitivity and self-responsibility.

I. Fitness
   1. Aerobic exercise, i.e., continuous exercise at target heart rate for twenty minutes at least three times weekly
   2. Muscle tone, flexibility, strength and endurance
   3. Cardiac and respiratory fitness
   4. Warm-up and cool-down exercises for five to ten minutes before and after exercise, respectively
   5. Ideal level of body fat (i.e., 25% for women and 15% for men)
   6. Resting heart rate is less than 60

II. Stress Management

1. Positive mental health (ex. positive attitude about life)
2. Identify and control stressors through correct diet, exercise, progressive relaxation, biofeedback, mental imagery, meditation, massage, autogenics (i.e., relaxation, warming thoughts), improved communication, spirituality, and elimination of self-induced physiological stress (ex. smoking and caffeine).
3. Participate in a job or other activities which are enjoyable and rewarding.
4. Have a supportive network of friends and/or family.
5. Maintain an appropriate level of responsibility at home and at work
6. Express feelings, effective communication
7. Participate in recreational activities which are pleasant and relaxing.
8. Relaxation without dependence on alcohol or drugs

III. Nutrition

1. Maintain ideal body weight and percentage of body fat.
2. Moderate intake of overall fats, saturated fat, cholesterol, sodium, sugar, alcohol, processed foods, fast foods, and caffeine.
3. Well-balanced diet from the basic food groups (including water)
4. 50-60 percent of calories are obtained from complex carbohydrates (i.e., whole grains, legumes, nuts, seeds, fruit, vegetables), 15% from protein, and 25-35% from fat (primarily polyunsaturated).
5. Appropriate intake (not excessive or inadequate) of vitamins and minerals

IV. Environmental Sensitivity

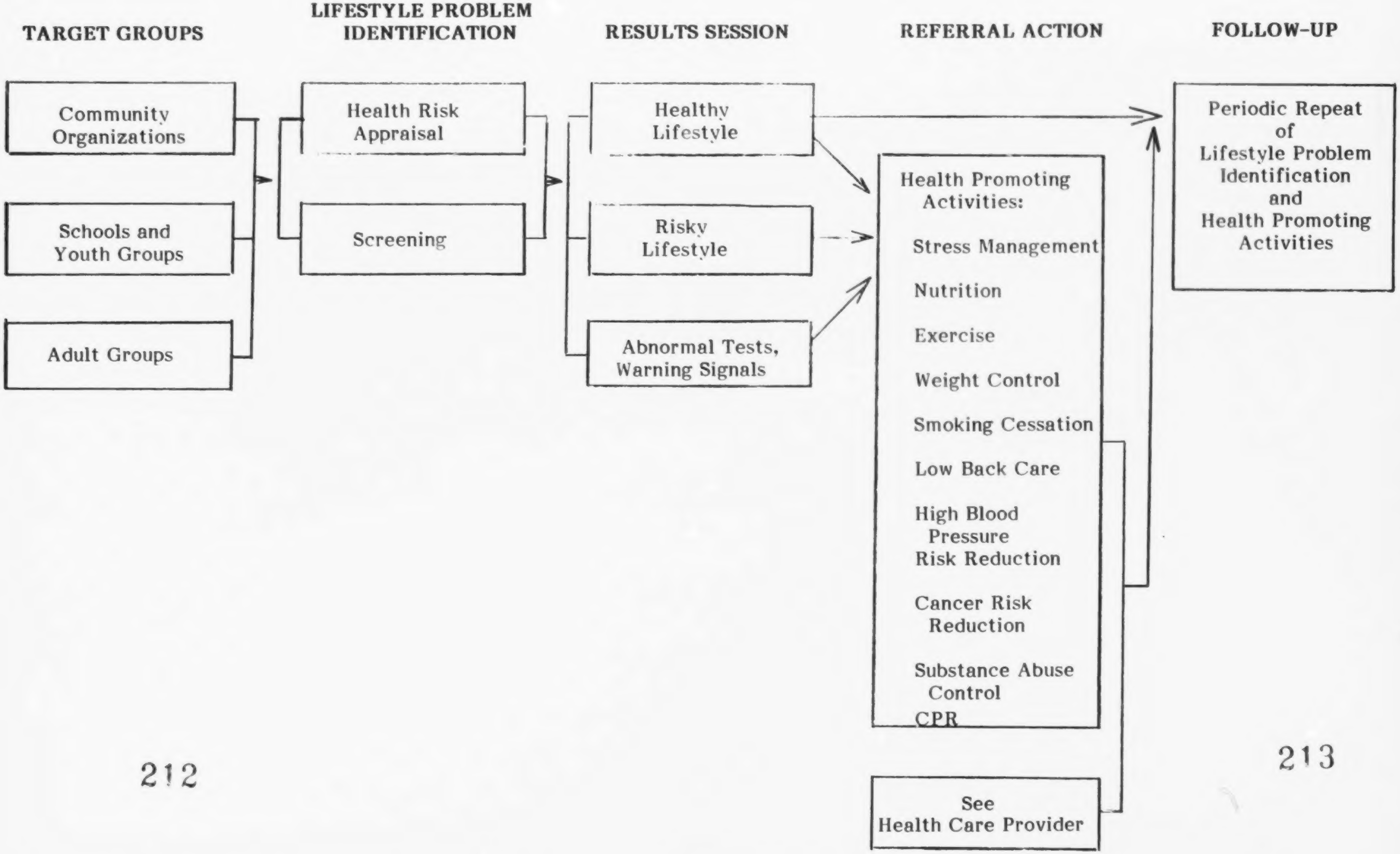
1. Practice safety habits while driving or traveling in a car (ex. wear seat belts, avoid high speeds or use of alcohol and/or drugs).
2. Avoid smoking cigarettes or exposure to smoke from others.
3. Avoid recreational abuse of drugs and alcohol.
4. Safe and healthy occupational practices
5. Avoid environmental pollutants (ex. car exhaust, industrial pollution, water pollution).
6. Appropriate and careful use and awareness of prescription and over-the-counter drugs
7. Maintain a safe home environment.

V. Self-Responsibility

1. An awareness of your lifestyle and the effects on physical and mental health
2. Make personal choices and take action to practice a healthy lifestyle.
3. Appropriate utilization of health professionals (ex. regular medical checkups)

Handout #3

HEALTH PROMOTION



TARGET GROUPS

- Community Organizations
- Schools and Youth Groups
- Adult Groups

LIFESTYLE PROBLEM IDENTIFICATION

- Health Risk Appraisal
- Screening

RESULTS SESSION

- Healthy Lifestyle
- Risky Lifestyle
- Abnormal Tests, Warning Signals

REFERRAL ACTION

Health Promoting Activities:

- Stress Management
- Nutrition
- Exercise
- Weight Control
- Smoking Cessation
- Low Back Care
- High Blood Pressure Risk Reduction
- Cancer Risk Reduction
- Substance Abuse Control
- CPR

See Health Care Provider

FOLLOW-UP

Periodic Repeat of Lifestyle Problem Identification and Health Promoting Activities

Adapted [illegible] "Good Health Program" by Skokie Valley Hospital.

Does Your Office Make You Sick?

Here's a quick way to find out how you and your fellow workers feel about your organization's on-the-job health. The questionnaire can be answered by anyone from a receptionist to a CEO. You don't have to work for a big corporation to use the test; even a three-person work area can stir up health concerns.

The questionnaire includes statements relating to eight areas of health and work: smoking, office design, nutrition, stress, interpersonal environment, exercise, drug and alcohol use and overall wellness. Beside each statement, mark how closely it describes your organization, using a scale of 0 to 3:

0—Doesn't sound like my company at all, or not applicable.

1—Sounds somewhat like my company.

2—Sounds a great deal like my company.

3—Sounds exactly like my company.

Next, circle the number of any statement you're particularly concerned about.

WASHINGTON POST HEALTH/OCTOBER 2, 1985

NO SMOKING
BT

Smoking

____1. Smokers light up in the office without asking.
____2. There are cigarette machines on premises.
____3. "No smoking" signs are rare.
____4. Public spaces (such as the cafeteria) are often filled with smoke.
____5. Office arrangements (i.e., placement of desks, who shares offices) don't take nonsmokers into account.
____6. It's considered bad form to ask people not to smoke.
____7. The company doesn't encourage smokers to quit.
____8. Seating arrangements at meetings are made without regard to nonsmokers.
____Total

Office Design

____1. Office needs better ventilation (air conditioning and heating are inadequate).
____2. Work areas are unappealing.
____3. The building is dirty (e.g., bathrooms are unsanitary).
____4. Chairs are uncomfortable.
____5. The office is noisy.
____6. Work areas are poorly lit.

____7. Office spaces are either cramped or isolated.
____8. Building is poorly maintained (e.g., elevators break down).
____Total

Eating Habits

____1. People tend to overeat or show little concern for nutrition.
____2. There's not enough time for a relaxed lunch.
____3. Breakfast and dinner are often interrupted by work.
____4. Charging heavy gourmet meals to the company is an important status symbol.
____5. Only fattening foods such as pastries are served at conferences and parties.

____6. Alternatives such as herb tea and juice are not available for coffee breaks.
____7. The kitchen or cafeteria stocks mainly rich and fattening foods.
____8. Snacking is a major means of relaxing.
____Total

Stress

____1. Work problems usually reach a crisis before they're dealt with.
____2. The work atmosphere is intensely competitive.
____3. Deadline pressures are frequent.
____4. There's no time to take care of personal emergencies.
____5. People aren't given clear feedback on their job performance.
____6. Work tasks and goals are poorly defined.
____7. People don't take pride in their work.
____8. People feel they're in dead-end jobs.
____Total

Interpersonal Environment

____1. Employes hardly ever socialize together outside work.
____2. Family members are excluded from special office occasions.
____3. People's special talents (e.g., sculpture, marathon running) go unrecognized.

____4. Efforts to change health-related behavior (smoking, Type-A) are not supported by co-workers.
____5. The company doesn't encourage advanced training or educational opportunities.
____6. People are not informed when their behavior seems self-destructive.
____7. Behavior that is irritating to others is tolerated.
____8. Social activities are segregated based on sex, age, race or religion.
____Total

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Exercise

____1. People don't place much value on physical fitness.
____2. There is no work-out area or gym on-site or nearby.
____3. There's no place to walk or stretch.
____4. Sports teams don't exist or, if they do, are open only to certain people.
____5. Taking time out to exercise is frowned upon.
____6. Fitness provisions (stretching time, showers) are not made at meetings and conferences.
____7. It's hard to find coworkers to exercise with.
____8. Social outings don't include outdoor activities.
____Total

Drug and Alcohol Use

____1. People get high on alcohol or drugs while at work.
____2. Martinis and other drinks are a regular part of lunches.
____3. Coworkers drink together after work.
____4. People take sleeping pills and tranquilizers.
____5. Use of cocaine, marijuana and other drugs is "in."
____6. Getting drunk is the norm at company functions.
____7. Liquor is served without food at social occasions.
____8. Drinks are offered without an alcohol-free alternative.
____Total

Overall Wellness and Health Benefits

____1. Insurance coverage is inadequate.
____2. Less traditional treatment methods (nutritional consultation, biofeedback) are not covered by the health plan.
____3. The company doesn't pass along general health information to employes and their families.
____4. The company doesn't offer screening for health problems like high blood pressure.
____5. The company doesn't encourage or pay for annual physicals.
____6. The company doesn't offer fitness classes, weight-control groups or other prevention programs.
____7. If such programs do exist, they are not open to families.
____8. Health insurance doesn't pay for prevention programs.
____Total

Scoring

To find your organization's score in each area, add up the numbers of your answers. Here's a key to help interpret your scores:

0 - 7—My organization needs virtually no improvements in this area.

8 - 15—My organization needs to make some improvements in this area.

16 - 24—This is a major problem area in my organization.

Once your coworkers have also filled out the questionnaire, average everyone's total scores for each section. Tally up the totals from all the questionnaires—for smoking, nutrition, etc.—and then divide by the number of questionnaires you get back.

By looking at the results you'll be able to spot problem areas quickly. Analyze the responses to see which statements and which categories got the highest scores or were most often circled. For example, an average score of 20 for smoking shows it's a major problem area for your organization.

Scout the completed questionnaires for circled statements—even in those health areas that don't get a high overall score. You may find, for instance, that although people are pleased by the office design in general, just about everyone thinks the chairs are uncomfortable.

Filling out the questionnaire can make you aware of problems you hadn't realized were bothering you. You may be able to make some changes on your own or with coworkers. The questionnaire also can be used as a starting point for a companywide discussion of health concerns.

If you work for a large company, you may want to report your survey results in the company magazine or newsletter. Then concerned employes could form a committee to make changes. And don't forget to present your survey results to managers. They may not know how concerned people are. Once they realize the costs in morale and performance of ignoring unhealthy practices, they may welcome some changes. ■

"REFRESHERCIZE"

Resting Heart Rate

Resting heart rate or how fast the heart beats when at rest is an indication of how hard the heart has to work simply to maintain basic body functions. This, in turn, is a useful indicator of the fitness of the heart, lungs, blood and blood vessels. Resting heart rate should be taken after sitting or lying in a relaxed state for five minutes, or ideally upon awakening and before arising out of bed first thing in the morning.

Regular exercise will usually lower resting heart rate as conditioning and fitness improve. It's a good idea to take resting heart rate before beginning an exercise program, and then take it periodically (ex. once a month) to assess changes due to exercise.

To take resting heart rate, find your pulse and count each beat for fifteen seconds. Multiply this number of beats by four. To find your pulse, place the second and third fingers along the thumb side of the opposite wrist or along the carotid artery on the bony cartilage on the neck (just to the right or left of the Adam's apple). Do not use your thumb, as the thumb also has a pulse.

*Score resting heart rate by the following:

Less than 60	Exceptional Wellness
68-60	Above Average Wellness
76-69	Average Wellness
84-77	Less Than Average Wellness
Above 85	Low Level Wellness

Target Heart Rate

After warming up, you should raise your heart rate to a certain point while exercising and maintain this heart rate for 20-30 minutes at least three times a week. This is called the target heart rate and helps condition the heart and lungs.

Your target heart rate depends on your age and your maximum heart rate. Your target heart rate is 60-75 percent of your maximum heart rate. After six months or more of regular exercise, you can exercise at up to 85 percent of your maximum heart rate if you wish. However, you do not have to exercise that hard to stay in good condition. Exercising at more than 85 percent of your maximum heart rate is not beneficial. To calculate target heart rate use the following formula:

For women	(226 minus your age) x 75%
For men	(220 minus your age) x 75%

When you feel comfortable exercising at this level, you can multiply the figure in parenthesis by 80% and then by 85% as conditioning improves.

Target heart rate should be taken every five minutes or so during the active aerobic portion of the exercise session (i.e., after warm-up, before cool-down). Immediately after stopping exercise, find your pulse and walk slowly while counting the beats. Do not stop moving, as this slows the heart down very quickly. Count your pulse for six seconds and multiply by ten.

If this figure is lower than your target heart rate, you need to increase your pace. If this figure is higher than your target heart rate, you need to slow down your pace.

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*Thomas A. Murphy and Dian Murphy, The Wellness for Life Workbook. (San Diego, CA: Fitness Publications). 1984.

BEHAVIOR CHANGE

Behavior	A response which is repeatedly reinforced in the presence of a particular situation is likely to be repeated in that situation.
Reinforcement	Behavior (response) is reinforced by both positive and negative reinforcers.

Stimulus ⟶ Response (behavior)
↑
Positive or Negative Reinforcers

Positive Reinforcers

1. food and other consumables
2. social - example: praise, attention, physical contact (touch, pat), facial expressions (smile, nod)
3. high probability behavior - preferred activities (example: time off from work is a preferred activity and reinforces low absenteeism for that person, this is a high probability behavior technique that management may want to increase)
4. informative feedback about performance
5. tokens - example: stars

Example: Child gets an A on test, parent smiles with approval (positive reinforcer), so child continues to get A's on test (behavior continues).

Negative Reinforcers

Aversive stimuli
Ex. Putting a coat on (behavior) removes the aversive state of being cold (negative reinforcer), so the behavior of wearing a coat is increased.

Key Steps in Changing Lifestyle Habits (Behavior)

1. Identify good health habits that you want to begin and/or poor health habits that you want to stop. Decide which one is the most important and which one you believe you can succeed with.

2. Increase motivation
In order to change a behavior, it is necessary to feel committed to valuing that change. Write down or discuss with friends and family reasons for change. Milestones in life (birthdays, new job) can be powerful motivators.

3. Keep records
Maintain a comprehensive record or diary of the behavior for one to two weeks before trying to change. Information to record about the behavior is frequency of the behavior, time, duration, mood, location, person(s) you practice this behavior with, and quantity. Example: in assessing eating behavior, use the following categories--time, amount of food, type of food, meal, snack, mood, location, trigger, consequence, and other persons present.

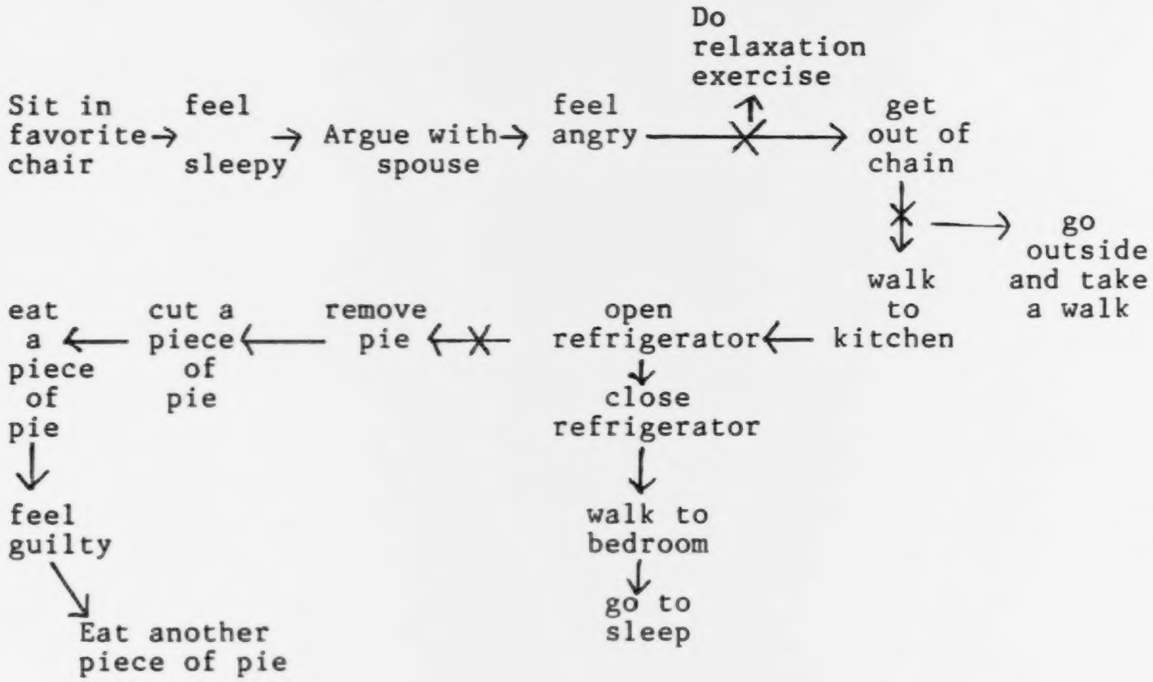
   Identify events which precede the behavior ("triggers") and events which occur following the behavior ("consequences"). Example: watching a commercial about food on TV is a trigger to eat food (consequence).

4. Set specific objectives
Instead of general goals ("I want to exercise more often"), state specific objectives in terms that can be measured or observed. These also should be small, realistic, achievable objectives. Example: I will walk for one hour three times a week for one month.

5. Avoid or control the triggers which promote this behavior.
Example: If seeing other people smoke prompts (triggers) you to smoke, avoid situations where you will be exposed to smokers. Take a walk outside during lunch time instead of staying in a smoke-filled break room.

6. Substitute a behavior which competes with the behavior you are trying to change. Example: Instead of snacking while watching TV, knit or crochet while watching TV as this behavior competes with and prevents eating.

7. Identify all of the steps in the behavior (behavior chain) and break the chain early in the sequence. Use the diagram which follows as an example.


Sit in favorite chair
feel sleepy
Argue with spouse
feel angry
Do relaxation exercise
get out of chain
go outside and take a walk
walk to kitchen
open refrigerator
close refrigerator
walk to bedroom
go to sleep
remove pie
cut a piece of pie
eat a piece of pie
feel guilty
Eat another piece of pie

8. Reward new behavior promptly and regularly.

9. Plan small steps in the change. Example: Begin an exercise program by doing 10 minutes of isometrics at home three times a week and slowly work up to an hour-long aerobic dance class two-three times a week at a community center.

10. Use mental imagery and practice how you will cope with difficult situations differently before they happen. Example: Rehearse in your mind how you will refuse dessert.

11. Get support from friends, family, co-workers, or support groups.

Handout #7

BEHAVIOR CHANGE CASE STUDIES

1. Identify positive, successful elements of the behavior change.
2. Identify negative, unsuccessful aspects of the behavior change.
3. Suggest strategies for change specific to this behavior using Handout #6.

I. Why is Bill Poorly Nourished:

Bill is in his early forties and moderately successful. He's been with the same company for fifteen years now and worked his way up to a mid-level managerial position. He has a wife, two teenage children, two cars, and a suburban house (complete with mortgage).

In high school and college Bill was involved in sports and activities and without paying any attention to it, he always felt energetic and healthy. Over the succeeding years, though, so slowly that at first he didn't even notice it happening, he began to feel tired and caught a worse cold each year. Now, today he has faced up to the fact that he has poor eating habits and is not getting much nutritional value from his food. He is now determined to do something about it. He knows that he has a lot of poor eating habits and he is going to change all of them beginning tomorrow so that he can feel better.

He planned to start at breakfast by having orange juice and unbuttered whole wheat toast instead of the sweet muffins his wife just baked. But they were already toasted and she complained about the waste if he didn't eat them. So to avoid an argument, he ate them, and of course he couldn't do that without adding a generous amount of jelly and butter. He could have made up for that by skipping the danish with his coffee at break time, but whoever went out for the pastries that morning had automatically gotten one for him, too.

Lunch was no better. Bill and four others had developed the habit of going to the fast food restaurant around the corner for lunch and he couldn't avoid going without hurting their feelings. There was nothing on the menu that wasn't overcooked or fried in fat, so he just settled for not ordering french fries.

He'd expected the afternoon to be easy to get through without eating "junk food," but since one of the secretaries was leaving, there was a little party with a cake with lots of sweet icing. It would have been rude to skip the party and once there, he could find no way to refuse the piece of cake that was pressed on him.

Supper brought on an argument with his wife over the fact that she had prepared TV dinners. Bill had asked her at breakfast to cook lean meat and a large salad, but she said she had to rush out that night. They always had TV dinners on Tuesday nights, they were cheap and quick, she couldn't prepare different meals for everyone in the family, and so on.

Bill ended up getting so uptight about the whole day that he poured a drink and plopped down in front of the television and sulked in his chair all night. While he sulked, he had two more drinks and a bowl of potato chips.

Later in the evening, though, his wife felt sorry about having lost her temper at the dinner table, so she brought Bill a large dish of ice cream with plenty of chocolate sauce on it. After that, Bill felt much better about everything and although he hadn't improved his diet today, he resolved to do better tomorrow.

II. WHY IS BRIAN FEELING SO TENSE?

Brian is 30 years old and basically happy. He has a challenging job with a legal aid agency and felt he was doing well against its pressures. He never questioned the schedules, deadlines, and overload of responsibilities until he learned that an ulcer was angrily burning his stomach.

Brian's wife, Kathy, can cook and sew, garden and can foods, make their home attractive, and entertain well. She holds down a teaching job even while maintaining a heavy piano practicing and teaching schedule. They have a lot of friends. It seemed to be a good and productive life. The days literally flew by, but Brian wondered if there was something he was missing.

Kathy was interested in losing weight and stopping smoking. She told Brian about some self-help programs, and she brought some information home. He decided to try one on his own.

Brian set a preliminary goal for himself: "Find ways to feel relaxed and peaceful." It seemed like a vague, overall goal, but it was a starting place. He wrote out a picture of the future. In it he was relaxed and happy with his wife, job, and life every moment of the day. There was no fear, anxiety, and no pressure.

Brian came down from "cloud nine" and back to reality. There was quite a gap--he saw himself loaded with responsibility, guilty for not doing enough, burdened with a sense of time rushing away from him, pushing him toward old age without a minute to appreciate the beauty of his life. He started to change the stress in his life with a lot of misgivings about it and himself.

Brian found that there were many pressures put on people in the lifestyle he was part of. His groups never talked about things like this. In fact, the thought of daydreaming or relaxing seemed wrong. Most of his friends proudly considered themselves "doers." If they weren't busy with work, they were busy with play. The thought of doing absolutely nothing was too frightening to even consider.

Brian then gathered some facts about himself and about different relaxation programs. He reviewed information about biofeedback, exercise, and personal growth programs to find the method with which he felt most comfortable. As he learned to relax and reevaluate his priorities, Brian began to feel his stomach unknot and his tenseness slowly drain away. He set up a relaxation schedule in which he rewarded himself at the end of each week. Kathy asked him to teach her what he was learning and together they held to a new relaxing practice and a slower lifestyle.

III. WHY IS MARY NOT FIT?

At 45, Mary was overweight and woefully out of shape. She could remember when she was a teenager--young, fit, and active. She'd felt good then, kept her weight down, slept well, and had been better off all around, Well, maybe she couldn't change her age, but she could make herself fit again. There would be no more huffing and puffing over a flight of stairs, or wheezing, coughing, and back pains over moving furniture or shoveling a little snow. Mary would do something about it, starting first thing tomorrow.

Mary got up an hour earlier than usual the next day so she could get some jogging in before breakfast. She drove directly to the high school since the school track seemed the logical place to run. Unfortunately, Mary hadn't considered the fact that the athletic field was enclosed by a high chain link fence and that the gates might be locked, which they were. She decided to go back home and jog around the block. The cement sidewalk wouldn't be as soft and springy as the regular track, but she had her old tennis shoes on and figured it wouldn't be too bad.

Mary decided she'd circle the block about ten times to start with--that didn't seem like a lot when you considered how she used to run. After the first time around though, Mary was virtually staggering, and she couldn't even complete the second lap without slowing to a walk. She walked one more time around the block, tried to break into a run again and gave it up. It was getting lighter now and she'd noticed the paperboy and two neighbors who looked at her strangely. Embarrassed and exhausted, she limped back into the house.

Mary had decided to skip lunch and take a long walk instead. But, Bill, Sue, and Carla came by her office to go to lunch together as usual. When she told them she planned to take a walk instead of going right to the restaurant, they acted as though she were crazy. They told her she wasn't in any worse shape than anyone else, she should act her age, and besides, lunch wouldn't hurt anything. In the end, Mary gave in, her legs felt a little stiff anyway from the morning run.

After dinner Mary announced she was going to the local store several blocks away to get the evening paper, intending to walk there and back. But since she was going anyway, her husband asked her to pick up a few things there and drop their daughter off at her Girl Scout meeting, so Mary ended up taking the car.

When she arrived back at the house, Mary went down to the basement to look for her son's set of weights. Now that the boy was off at college, they were put away, but she finally found them. The bar had been set for 20 pounds, which didn't seem like too much.

The next day Mary's doctor told her that the strained back muscles would clear up in about a week, just about the same length of time her bruised shins would take where the weights had hit her when they dropped.

Adapted from Lifegain by Robert F. Allen. Morristown, New Jersey: Human Resources Institute, 1981.

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